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THE ILLINOIS STATE NORMAL  
... UNIVERSITY ...

NORMAL, ILL.

The Normal School Quarterly

SERIES 19 NUMBER 80

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JULY - 1921

CONTAINING THE  
Sixty-Third Annual Catalog with  
Announcements for 1921-1922

PUBLISHED IN JULY, OCTOBER  
JANUARY and APRIL, EACH YEAR

Whenever two spellings of a word are authorized by the New International or the New Standard Dictionary, it is the practice of the State Normal University to use in its publications the shorter form.

**STATE OF ILLINOIS**  
**NORMAL SCHOOL BOARD**

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WILLIAM H. H. MILLER, Springfield,

**Ex-Officio Member and Chairman**

FRANCIS G. BLAIR, Springfield,

**Ex-Officio Member and Secretary**

---

HENRY A. NEAL, Charleston

FRANK E. RICHEY, LaSalle

ELMER T. WALKER, Macomb

FRANK B. STITT, El Paso

LEROY A. GODDARD, Chicago

WILLIAM B. OWEN, Chicago

JOHN C. ALLEN, Monmouth

ROLAND BRIDGES, Carbondale

CHARLES L. CAPEN, Bloomington

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Under the provisions of the Civil Administrative Code the five state normal schools of Illinois are governed by a single board consisting of eleven members, viz., the Director of Registration and Education, who is ex-officio chairman of the Normal School Board, the Superintendent of Public Instruction, who is ex-officio its secretary, and nine members appointed by the Governor for terms of six years.



## CALENDAR FOR 1921-22

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The school year of forty-eight weeks is divided into three terms of twelve weeks each, and two summer terms of six weeks each. A mid-spring term of six weeks runs parallel to the last half of the spring term.

### Summer Session 1921

Monday, June 13—First Term begins.

Monday, July 25—Second Term begins.

Wednesday, August 31—Second Term ends.

### Fall Term, 1921

Monday, September 5—Opening of Elementary Training School.

Monday, September 12—Fall Term begins, Normal and High School Departments.

Friday, December 2—Fall Term ends.

### Winter Term, 1921-22

Monday, December 5—Winter Term begins.

Tuesday, December 20—Annual Contest of the Literary Societies.

Wednesday, December 21—Recess of two weeks.

Wednesday, January 4, 1922—Winter Term resumes.

Saturday, February 18—Founders' Day Celebration.

Saturday, February 25, Annual Contest in Oratory.

Friday, March 10—End of Winter Term.

Vacation of nine days.

### Spring Term, 1922

Monday, March 20—Spring Term begins.

Monday, May 1—Mid-Spring Term begins.

Friday, May 5—Junior Class Play.

Thursday, June 8—Annual Commencement Exercises.

### Summer Session, 1922

Monday, June 12—First Summer Term begins.

Monday, July 24—Second Summer Term begins.

Wednesday, August 30—Second Summer Term ends.

Monday, September 11—Beginning of Fall Term of year 1922-23.

## FACULTY

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- DAVID FELMLEY** ----- President  
Education: A. B., Univ. of Michigan; LL. D., Univ. of Illinois; L. H. D., Blackburn Univ.  
Experience: Rural Schools; Principal High School and Superintendent, Carrollton, Ill.; Professor of Mathematics, I. S. N. U., President 1900—
- ORSON LEROY MANCHESTER** ----- Dean and Professor of Sociology and Economics  
Education: A. B., A. M., Dartmouth College; LL. D., Illinois Wesleyan Univ.  
Experience: Rural Schools, Lake County, Ill.; Village High Schools in New England; Military Academy, Billerica, Mass.; and Sing Sing, N. Y.; Principal High School, Joliet, Ill.; Principal High School Department I. S. N. U. and Professor of Languages 1895— Dean, I. S. N. U., 1911—
- J. ROSE COLBY** ----- Professor of Literature  
Education: A. B., A. M., Ph. D., Univ. of Michigan; Student, Radcliffe College.  
Experience: Teacher of Algebra, High School, Ann Arbor, Mich.; Latin and Greek, High School, Flint, Mich.; Literature, High School, Peoria, Ill.; Preceptress and Professor of Literature, I. S. N. U., 1892—
- MANFRED JAMES HOLMES** ----- Professor of Education  
Education: Graduate, State Normal School, Winona, Minn.; B. L., Cornell Univ.; Graduate Student, Univ. of Chicago.  
Experience: Teacher and Principal Public Schools; Teacher of History, Social Science and Education, State Normal School, Winona, Minn.; Teacher of History (summer) Univ. of Minnesota; and Professor of Education, I. S. N. U., 1897—
- \*FREDERICK DELOS BARBER** ----- Professor of Physics  
Education: Graduate, Illinois State Normal Univ.; B. S., and A. M., Swarthmore College; Graduate Student, Univ. of Chicago.  
Experience: High School, Whitewater, Wis.; Instructor in Science, I. S. N. U.; Professor of Physics and Chemistry, I. S. N. U., Professor of Physics, I. S. N. U., 1910—
- FRANK WILLIAM WESTHOFF** ----- Professor of Music  
Education: Studied Piano and Voice with Private Teachers.  
Experience: Private Teacher, six years; Public School Music, Decatur, Ill.; Teacher and Professor of Music, I. S. N. U., 1901—
- GEORGE HENRY HOWE** ----- Professor of Mathematics  
Education: Student, Susquehanna College Institute; Graduate, Oswego State Normal, Oswego, N. Y.; Ph. B., Ph. D., Illinois Wesleyan Univ.; Student, Cornell Univ.; Student, Chautauqua College; Student Univ. of Chicago.  
Experience: Rural Schools, Pennsylvania and New Jersey; Principal Normal and Preparatory Departments, Talledega College; Hed Department of Mathematics and President, State Normal School, Warrensburg, Mo.; Professor of Mathematics, I. S. N. U., 1901—
- DOUGLAS CLAY RIDGLEY** ----- Professor of Geography  
Education: Graduate, Indiana State Normal School; A. B., Indiana Univ.; Graduate Student, Univ. of Chicago.  
Experience: Rural Schools; Grammar Grades and Principal of High School in Indiana; Teacher in Chicago High School; Principal of Elementary School, Chicago, Ill.; Professor of Geography, I. S. N. U., 1903—

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\*In absentia.

- WILLIAM ANDREW LAWRENCE BEYER** ---- Professor of Political Science  
 Education: Student, Ohio Northern Univ.; A. B., A. M., Ohio State Univ.; Graduate Student, Columbia Univ. and Univ. of Chicago.  
 Experience: Elementary Schools of Ohio; High School, Bloomington, Ill.; Fellowship, Ohio State Univ.; Instructor in History, I. S. N. U., 1910—Professor of Political Science, I. S. N. U., 1912—
- HARVEY ANDREW PETERSON** ----- Professor of Psychology  
 Education: A. B., Ph. D., Univ. of Chicago; A. M., Harvard Univ.  
 Experience: Principal Public Schools, St. Louis, Mo.; Professor of Psychology, Peabody College, Nashville, Tenn.; Professor of Psychology, I. S. N. U., 1909—
- HOWARD WILLIAM ADAMS** ----- Professor of Chemistry  
 Education: B. S., Iowa State College; Graduate Student, Univ. of Chicago; Student, Armour Institute, Chicago, Ill.  
 Experience: Rural Schools, Iowa; Teacher, Nora Springs Seminary; Teacher High School, Elgin, Ill.; Teacher High School, Freeport, Ill.; Teacher and Professor of Chemistry, I. S. N. U., 1909—
- ADNAH CLIFTON NEWELL** ----- Director of Manual Arts  
 Education: B. S., Univ. of Michigan; Student, Bay View Univ.; Student, Teachers' College, Columbia Univ.; Student, Bradley Institute, Peoria, Ill.; Cummings Art Academy, Des Moines, Ia.  
 Experience: Teacher, Manual Training, Pueblo, Colo.; Teacher of Manual Training and Supervisor of Same, Des Moines, Ia.; Teacher of Manual Training, Highland Park Normal School, Des Moines; Lecturer on Manual Arts, Univ. of Iowa (summers); Director of Manual Arts, I. S. N. U., 1910—
- HERMAN HENRY SCHROEDER** ----- Professor of Education  
 Education: Ph. B., Cornell College; Graduate Student, Univ. of Chicago; Graduate Student, Columbia Univ. (Teachers' College).  
 Experience: Rural Schools, Iowa; Principal of Schools, Keystone, Holstein, and Lansing, Iowa; Professor of German, and Assistant in Psychology, State Normal School, Whitewater, Wis.; Professor of Psychology and Pedagogy, State Normal School, Whitewater, Wis.; Professor of Education, I. S. N. U., 1913—
- ARTHUR ROWLAND WILLIAMS** ----- Director of Commerce  
 Education: Student, Univ. of Michigan; A. B., Kenyon College; Graduate Student, Univ. of Chicago; C. A. Ontario, (1909).  
 Experience: Instructor and Adjutant, St. John's Military Academy, Delafield, Wis.; Teacher and Vice-Principal Deerfield-Shields High School, Highland Park, Ill.; Director of Commerce and Professor of Accounting, I. S. N. U., 1914—
- HUGH ALVIN BONE** ----- Professor of Rural Education  
 Education: A. M., Oskaloosa College; Student, Oberlin College; Univ. of Chicago.  
 Experience: Superintendent of Schools at Sullivan, Sycamore, and Batavia, Ill.; Principal Senior High School, Sioux City, Ia.; Professor of Rural Education, I. S. N. U., 1919—
- CLYDE HUDELSON** ----- Professor of Agriculture  
 Education: Student Illinois State Normal Univ.; Student, Colorado Agriculture College; B. S., M. S., Univ. of Illinois; Graduate, Western Illinois State Normal School.  
 Experience: Assistant, Univ. of Illinois; Assistant in Agriculture and Biology, Western Illinois State Normal School; Professor of Agriculture, I. S. N. U., 1920—



- RALPH HARLAN LINKINS** ----- Professor of Biology  
Education: A. B., Illinois College; A. M., Univ. of Illinois.  
Experience: Graduate Assistant Zoology, Univ. of Illinois; Instructor in Zoology, I. S. N. U., Professor of Biological Science, I. S. N. U., 1920—
- FRED S. SORRENSEN** ----- Professor of Public Speaking  
Education: Graduate, Mt. Pleasant Normal School, Mich.; A. B., Mt. Morris College, Ill.; Graduate, Columbia College of Expression, Chicago, Ill.; A. M., Univ. of Michigan; Graduate Student, Columbia Univ.; Graduate Student, Harvard Univ.  
Experience: Teacher and Principal, Public Schools in Michigan and Washington; Instructor, Mt. Morris College; Professor, Midland College, Atchinson, Kan.; Professor of Public Speaking, I. S. N. U., 1920—
- LEWIS BENJAMIN MULL** ----- Professor of Physics  
Education: B. S., Valparaiso Univ.; A. B., Indiana Univ.; Student, Univ. of Wisconsin; A. M., Univ. of Chicago; Graduate Student, Univ. of Chicago.  
Experience: Teacher, Rural Schools, Indiana; Principal Township High Schools, Indiana; Teacher High School, Kansas City, Mo.; Principal of High School at Rossville and Tuscola, Ill.; Teacher High School, Ottumwa, Ia.; Principal High School, Red Oak, Ia.; Professor of Physics, I. S. N. U., 1920—
- OLIVE LILLIAN BARTON** ---- Assistant Professor of Mathematics and Dean of Women  
Education: Graduate, Illinois State Normal Univ.; A. B., Univ. of Illinois; Graduate Student, Univ. of Chicago.  
Experience: Rural Schools, Illinois; Elementary Schools at Normal, and Bloomington, Ill.; Principal High School, Lexington, Ill.; Pittsfield, Ill.; Teacher High School, Mt. Vernon, Ill.; Critic Teacher, I. S. N. U.; Dean of Women and Assistant Professor of Mathematics, I. S. N. U., 1911—
- ALICE JEAN PATTERSON** ----- Assistant Professor of Nature Study  
Education: Graduate, I. S. N. U.; S. B., Univ. of Chicago.  
Experience: Rural Schools, Illinois; Principal of High School, Wheaton, Ill., and Fairbury, Ill.; Science in High School, Normal, Ill.; Teacher and Assistant Professor of Nature Study, I. S. N. U., 1906—
- EDITH IRENE ATKIN** ----- Assistant Professor of Mathematics  
Education: Graduate, State Normal School, Ypsilanti, Mich.; A. B., Univ. of Michigan; Student, Univ. of Chicago.  
Experience: Teacher, Mathematics, High School, Elgin, Ill., Petosky, Mich., and Traverse City, Mich.; Instructor in Mathematics, Normal School, Springfield, S. D.; Assistant Professor of Mathematics, I. S. N. U., 1909—Dean of Fell Hall, I. S. N. U., 1920—
- KITURAH PARSONS** ----- Assistant Professor of Household Science  
Education: Student, Earlham College, Richmond, Ind.; Graduate, Pratt Institute, N. Y.  
Experience: Rural Schools, Indiana; Graded Schools, Indiana; High School, Richmond, Ind.; Summer Schools, New York; Assistant Professor of Household Science, I. S. N. U., 1915—
- LYDIA CLARK** ----- Assistant Professor of Physical Education  
Education: Graduate, Boston Normal School of Gymnastics; Student, Wellesley College; B. S., Columbia Univ.  
Experience: Birmingham Schools; Kent Place Schools; Instructor in Physical Education, I. S. N. U., 1914-1917; Assistant Professor of Physical Education, I. S. N. U., 1919—
- GEORGE JEROME KUDERNA** ----- Assistant Professor of Education  
Education: Student, Lewis Institute, Chicago, Ill.; A. B., A. M., Univ. of Mich.; Graduate Student, Univ. of Chicago.  
Experience: Assistant in Science, Lewis Institute; Assistant in Physics, Univ. of Michigan; Teacher of Science, High School, Ann Arbor; Director of Science, Detroit Univ. School; Teacher of Mathematics, Culver Military Academy; Assistant Professor of Education, I. S. N. U., 1917—

- RUTH VIRGINIA SIMPSON** ---- Assistant Professor of Household Art  
Education: Student, I. S. N. U.; B. S., Columbia Univ.  
Experience: Home Economics, High Schools in Illinois and South Dakota;  
Home Economics, Stout Institute; Assistant Professor of Household Art,  
I. S. N. U., 1920—
- MARY E. RENICH** ----- Assistant Professor of Botany  
Education: Graduate, I. S. N. U.; A. M., Ph. D. Univ. of Illinois.  
Experience: Grades, Crystal Lake, Ill.; High Schools, Griggsville, Augusta,  
and Woodstock, Ill.; Principal Schools, Flag Pond, Tenn.; Teacher of  
Mathematics, Tusculum College, Tenn.; Assistant in Botany, Univ. of  
Illinois; Assistant Professor of Botany, I. S. N. U., 1920—
- ELEANOR C. FLANAGAN** ----- Assistant Professor of Art  
Education: Graduate, Highland Park College; Student, Clinton Academy of  
Fine Arts; Student, Pratt Institute, N. Y.  
Experience: Supervisor of Art, Dubuque, Ia.; Director of Art, State Normal  
School, Stevens Point, Wis.; Director of Art, Thomas Normal Training  
School, Detroit, Mich.; Director and Assistant Professor of Art, I. S.  
N. U., 1920—
- CLARISSA ELIZABETH ELA** ----- Instructor in Art  
Education: Graduate, I. S. N. U.; Graduate, Mass. State Normal Art School;  
Student, Harvard Univ., and Columbia Univ.; Art Institute, Chicago, Ill.  
Experience: Instructor in Art, I. S. N. U., 1888—
- ELMER WARREN CAVINS** ---- Instructor in Orthography and Penmanship  
Education: Graduate, I. S. N. U.; Student, Ill. Wesleyan Univ.; and Univ.  
of Chicago.  
Experience: Teacher, Normal Public Schools; Teacher, Rural Schools, Coles  
County; Teacher of Orthography and Penmanship, I. S. N. U., 1897—
- HENRY HARRISON RUSSELL** ---- Director Physical Education for Men  
Education: B. E., Ill. State Normal Univ.; Student, Springfield Y. M. C. A.  
School of Physical Education; Student, Harvard Univ.  
Experience: Rural Schools, Illinois; Elementary Schools, Illinois; High  
School, Herscher, Ill.; Director Physical Education, I. S. N. U., 1910—
- ANNETTA BELLE COOPER** ----- Instructor in Household Art  
Education: B. E., Ill. State Normal Univ.; Student, Univ. of Illinois; Student,  
Stout Institute.  
Experience: Public Schools at Greenview and Normal, Ill.; Instructor in  
Household Art, I. S. N. U., 1911—
- ANNA BLAKE** ----- Instructor in Physiology  
Education: Graduate, I. S. N. U.; B. S., Univ. of Chicago, Graduate Student,  
Univ. of Chicago.  
Experience: Elementary and Rural Schools, Illinois; Teacher in High School,  
Lincoln, Ill.; Teacher of Physiology, I. S. N. U., 1915—
- EDNA BENSON** ----- Instructor in Arts and Crafts  
Education: Student, Grinnell College; B. A. Univ. of Iowa; Student at Art  
Institute, Chicago, Ill.; Diploma, Chicago Academy of Fine Arts; Stu-  
dent, Univ. of Chicago.  
Experience: Teacher High School, Brooklyn, Ia.; Art Supervisor, Marshall-  
town, Ia.; Freeport, Ill.; Teacher of Art, State Normal School, Moorhead,  
Minn.; Instructor in Arts and Crafts, I. S. N. U., 1918—
- RUBY SCOTT** ----- Instructor in Rhetoric  
Education: A. B., DePauw Univ.; A. M., Univ. of Chicago.  
Experience: Instructor of English, DePauw Univ.; Instructor of English,  
I. S. N. U., 1918—
- ALVA WILLIAM DRAGOO** ----- Instructor in Manual Training  
Education: Graduate, I. S. N. U.; Student, Eastern Ill. Normal School; Stu-  
dent, Univ. of Wisconsin.  
Experience: Rural Schools, Douglas Co.; Prin. Fairland and Camargo High  
Schools; Superintendent Public Schools, Arthur, Ill.; Instructor in Man-  
ual Training, I. S. N. U., 1919—

- MIMA MAXEY** ----- Instructor in Latin  
Education: A. B., Univ. of Illinois; A. M., Univ. of Chicago; Student, Columbia Univ.  
Experience: Teacher High School, White Hall, Ill.; Prin. High School, Gilman, Ill.; Teacher High School, Hoopeston, Ill.; Prin. High School, Carle, Ill.; Instructor in Latin, I. S. N. U., 1919—
- JENNIE ALMA WHITTEN** ----- Instructor in Modern Language  
Education: Graduate, Northern Ill. State Normal School; A. B., A. M., Univ. of Illinois.  
Experience: John Swaney School, McNabb, Ill.; Sixth Grade, Highland Park, Ill.; High School, Champaign, Ill.; Instructor in Modern Language, I. S. N. U., 1919—
- CAROLINE FAIRCHILD** ----- Instructor in Stenography  
Education: Michigan State Normal College, Ypsilanti, Mich.; Student, Rochester Business Institute; Student, Pierce School of Business Administration, Gregg School, Chicago, Ill.  
Experience: Rural Schools, Michigan; Teacher of Shorthand and Typing, High Schools in Michigan, Kansas, and Pennsylvania; Instructor in Stenography, I. S. N. U., 1919—
- GRACE LOUISE MOBERLY** ----- Instructor in Physical Education  
Education: Graduate, I. S. N. U.; Graduate, Chicago Normal School of Physical Education.  
Experience: Teacher Public Schools of Naperville, Ill.; Instructor Physical Education, I. S. N. U., 1919—
- MILDRED McCONNELL** ----- Instructor in Reading  
Education: Graduate, Boston School of Expression; Student, American Academy of Dramatic Art; Student, Univ. of Boston; Student, Univ. of Tennessee; Student, I. S. N. U.  
Experience: Studio, Atlanta, Ga.; Teacher, Washington Seminary, Atlanta, Ga.; Teacher, High School, St. Augustine, Fla.; Entertainer, Red Cross, Beaune, France; Instructor in Reading, I. S. N. U., 1920—
- MAY KLIPPLE** ----- Instructor in Grammar  
Education: Graduate, Indiana State Normal School; A. B., Indiana Univ.; A. M., Univ. of Chicago.  
Experience: Rural Schools, Indiana; Ward Prin., East Chicago, Ind.; Assistant-Principal High School, Monon, Ind.; Teacher of English, Junior High School, Butte, Mont.; Instructor in Grammar, I. S. N. U., 1920—
- HUGHINA McKAY** ----- Instructor in Home Economics  
Education: B. S., North Dakota Agriculture College; Student, Univ. of Chicago.  
Experience: Director Home Economics, Fargo, N. D.; Teacher Home Economics, Minneapolis, Minn.; Director Home Economics, Normal School, Duluth, Minn.; Instructor in Home Economics, I. S. N. U., 1920—
- ALICE HAYWARD ROPES** ----- Instructor in Music  
Education: M. A., Kansas Univ.; Graduate, Thomas Normal Training School; Student, New York Univ., and Northwestern Univ.  
Experience: Instructor in Music, State Normal School, Oshkosh, Wis.; Director of Music, Thomas Normal Training School; Instructor in Music, I. S. N. U., 1920—
- CAROLINE E. PORTER** ----- Instructor in English  
Education: Graduate, Normal School, Brockport, N. Y.; Student, Univ. of Rochester, N. Y.; B. S., New York Univ.; Student, Columbia Univ.  
Experience: Rural and Graded Schools, N. Y.; English, High Schools, Northport, N. Y.; English, Goodard Seminary, Barre, Vt.; Critic Teacher, Plattsburg, N. Y.; Instructor in English, I. S. N. U., 1920—
- CATHERINE A. CALLAHAN** ----- Instructor in Physical Training  
Education: B. S., Univ. of Missouri.  
Experience: Teacher of Physical Education, Southwest Texas Normal School, San Marcos; Teacher of Physical Training, I. S. N. U., 1920—



# THE TRAINING DEPARTMENT

- EDWIN ARTHUR TURNER** ----- Director of Practis Teaching  
Education: Graduate, Indiana Normal School; A. B., Indiana Univ.; A. M., Columbia Univ.  
Experience: Rural Schools, Indiana; Village Schools, and High Schools of Indiana; Superintendent Connersville, Ind.; Director of Practis Teaching, I. S. N. U., 1908—
- RALPH W. PRINGLE** ----- Principal of High School  
Education: B. S., M. S., St. Lawrence Univ.; A. B., Harvard Univ.  
Experience: Superintendent of Schools, Oregon City, Ore.; Superintendent of Schools, Brodhead, Wis.; Prin. High School, Appleton, Wis.; Prin. Lyons Township High School, LaGrange, Ill.; Prin. of High School, I. S. N. U., 1913—
- ALICE MARY HAMILTON** ---- High School Training Teacher (English)  
Education: B. S., Ill. Wesleyan Univ.; B. E., Ill. State Normal Univ.; A. M., Columbia Univ.  
Experience: High Schools, Melvin, Milford, Ill.; Graded Schools, Bloomington, Ill.; Graded Schools and High School, Okmulgee, Okla.; High School Training Teacher, I. S. N. U., 1917—
- THOMAS MORSE BARGER** ---- High School Training Teacher (Science)  
Education: Graduate, I. S. N. U.; A. B., Univ. of Illinois; Graduate Student, Univ. of Illinois.  
Experience: Grades and Rural Schools, Illinois; Superintendent of Schools and High School Prin., Illinois; Science, High School, Cicero; Training Teacher in High School, I. S. N. U., 1913—
- MAE KNIGHT STEELE** ----- High School Training Teacher (English)  
Education: A. B., Univ. of Illinois; B. E., Illinois State Normal Univ.  
Experience: Graded Schools, El Paso, Ill.; Assistant Prin. Emerson School, Bloomington, Ill.; Prin. Jefferson School, El Paso, Ill.; Prin. El Paso High School; Manager of Book Exchange and High School Training Teacher, I. S. N. U., 1916—
- ETHEL GERTRUDE STEPHENS** ---- High School Training Teacher (History)  
Education: Graduate, I. S. N. U.; A. B., Univ. of Illinois, Graduate Student, Univ. of Illinois.  
Experience: Graded Schools, Murphysboro, Ill.; High School Teacher, Petersburg and Pittsfield, Ill.; Prin. High School, Griggsville and El Paso, Ill.; High School Training Teacher, I. S. N. U., 1919—
- PAUL K. BENJAMIN** ---- Assistant in Agriculture and High School Athletic Director  
Education: Graduate, Illinois State Normal Univ.  
Experience: Science and Athletics, High School, Bushnell and Mt. Pulaski, Ill.; Instructor Manual Training and Athletics, U. S. Naval Academy, Annapolis; Assistant in Agriculture and Athletic Director, High School, I. S. N. U., 1920—
- LEWIS HERBERT BOWYER** ----- High School Training Teacher  
Education: Graduate, Illinois State Normal Univ.; Student, Univ. of Illinois.  
Experience: Rural Schools, Illinois; Superintendent of Schools, Deland and Trenton, Ill.; High School Training Teacher, I. S. N. U., 1920—
- THOMAS JESSE LANCASTER** ----- Principal of Training School  
Education: Graduate, Illinois State Normal Univ.; B. E., Illinois State Normal Univ.; Student, Univ. of Chicago.  
Experience: Rural Schools, Illinois; Principal High School, Melvin, Ill., Donavan, Ill., and Washburn, Ill.; Principal of Training School, I. S. N. U., 1919—

- ERMA FRANCES IMBODEN** ----- Training Teacher, Seventh Grade  
Education: Graduate, Illinois State Normal Univ.; Student, Univ. of Chicago.  
Experience: Graded Schools, Mazon, Ill., Salmon, Idaho, Decatur, Ill.; Superintendent of Graded Schools, Arcola, Ill.; Training Teacher in Seventh Grade, I. S. N. U., 1919—
- LORA MAE DEXHEIMER** ----- Training Teacher, Sixth Grade  
Education: Graduate, State Normal School, Madison, S. D.; Student, Univ. of Minnesota, Univ. of Chicago, and Columbia Univ.  
Experience: Rural and Graded Schools, South Dakota and Illinois; Critic Teacher, Model School, Teachers' College, Kirksville, Mo.; Training Teacher Sixth Grade, I. S. N. U., 1910—
- CHRISTINE AUGUSTA THOENE** ----- Training Teacher, Fifth Grade  
Education: B. A., State Teachers' College, Ia.; Student, Univ. of Chicago; Student, Columbia Univ.  
Experience: Graded Schools, Dubuque, Ia.; State Teachers' College, Cedar Falls, Ia.; State Normal Schools, Oshkosh and Whitewater, Wis.; State Normal School, DeKalb, Ill.; Training Teacher, I. S. N. U., 1918—
- JESSIE MAY DILLON** ----- Training Teacher, Fourth Grade  
Education: Graduate, Illinois State Normal Univ.; Student, Univ. of Chicago.  
Experience: Rural Schools, Illinois; Graded Schools of Chicago and Calumet, Mich.; City Training School, Saginaw, Mich.; Training School, Wenona State Normal; Training Teacher Fourth Grade, I. S. N. U., 1900—
- JESSIE FRANCES LEROUX** ----- Training Teacher, Third Grade  
Education: Graduate, Teachers' Training School, Grand Rapids, Mich.; State Normal, Oshkosh, Wis.; Student, Univ. of Chicago.  
Experience: Graded Schools, Caloma and Medford, Wis.; State Normal School, Oshkosh, Wis.; Training Teacher, Third Grade, I. S. N. U., 1920—
- ANNA BELLE HARPER** ----- Training Teacher, Second Grade  
Education: B. E., Illinois State Normal Univ.; Student, Monmouth College.  
Experience: Graded Schools, Newman, Ill.; and Soldiers' Orphans' Home, Normal, Ill.; Training Teacher, Second Grade, I. S. N. U., 1920—
- NELLIE CATHERINE THOMPSON** ----- Training Teacher, First Grade  
Education: Graduate, Highland Park College, Des Moines, Ia.; Graduate, State Normal, Whitewater, Wis.  
Experience: Graded Schools, Ft. Dodge, Ia.; Graded Schools, Oak Park, Ill.; Training Teacher, First Grade, I. S. N. U., 1907—
- MARGARET E. LEE** ----- Director of the Kindergarten  
Education: Training School for Kindergartners, Bangor, Me.; Graduate, Chicago Kindergarten Institute; Student, Univ. of Chicago; Student, Univ. of California.  
Experience: Elementary Schools, Bangor, Me.; Director Kindergarten, Northampton, and Public School Kindergarten, Springfield, Mass.; Director Kindergarten Department, State Normal, Stevens Point, Wis.; Director of Kindergarten, I. S. N. U., 1907—
- GRETA BENEDICT** ----- Assistant in the Kindergarten  
Education: National Kindergarten College; South Bend Training School, Graduate; B. S., Univ. of Chicago.  
Experience: Ossining School for Girls; Mishawaka Public Schools, Mishawaka, Ind.; South Bend Training School, South Bend, Ind.; Assistant in the Kindergarten, I. S. N. U., 1920—
- MAY GOODWIN** ----- Principal Graded School, Soldiers' Orphans' Home  
Education: Graduate, Illinois State Normal Univ.; Student, Columbia Univ.  
Experience: Rural Schools, Ill.; Assistant-Principal, New Holland, Ill.; Principal Graded Schools, Ill.; Principal Soldiers' Orphans' Home, 1920—
- LOTTIE HELLER** ----- Teacher, Soldiers' Orphans' Home  
Education: B. E., Illinois State Normal Univ.  
Experience: Graded Schools, Bement, Ill.; Teacher, Soldiers' Orphans' Home, 1918—
- BESSIE STEVENSON ROBINSON** --- Teacher, Soldiers' Orphans' Home  
Education: Graduate, Illinois State Normal Univ.  
Experience: Graded Schools, Bloomington, Ill.; Graded Schools in California; Teacher, Soldiers' Orphans' Home, Normal, Ill., 1919—

JESSIE MAY HIMES ----- Teacher, Soldiers' Orphans' Home  
 Education: Graduate, Illinois State Normal Univ.; M. P., New Mexico Normal Univ.; Graduate, School of Education, Univ. of Chicago.  
 Experience: Graded Schools of Ill.; Principal County Normal School, Michigan; Teacher, Soldiers' Orphans' Home, Normal, Ill., 1921—

SARA M. RETHORN ----- Teacher, Soldiers' Orphans' Home  
 Education: Student, Eastern Illinois State Normal; Graduate, Illinois State Normal Univ.  
 Experience: Rural and Village Schools, Cass County, Ill.; Teacher, Soldiers' Orphans' Home, Normal, Ill., 1920—

MABEL A. PUMPHREY ----- Teacher, Soldiers' Orphans' Home  
 Education: Graduate, Illinois State Normal Univ.  
 Experience: Graded Schools, El Paso, Ill.; Junior High School, Springfield, Ill.; Teacher, Soldiers' Orphans' Home, Normal, 1920—

GRACE F. ANDERSON ----- Teacher, Soldiers' Orphans' Home  
 Education: Graduate, Illinois State Normal Univ.  
 Experience: Graded Schools, Livingston County, Ill.; and Oelwein, Ia.; Teacher, Soldiers' Orphans' Home, Normal, 1920—

MARGARET HELEN SMITH ----- Teacher, Soldiers' Orphans' Home  
 Education: Graduate, Illinois State Normal Univ.; Student, Univ. of Illinois.  
 Experience: Teacher, Soldiers' Orphans' Home, Normal, 1920—

FLORENCE SNYDER ---- Kindergarten Teacher, Soldiers' Orphans' Home  
 Education: Graduate, Illinois State Normal Univ.  
 Experience: Primary Teacher, Chatsworth, Ill.; Kindergarten Teacher, Illinois Soldiers' Orphans' Home, Normal, 1919—

GROVER HENRY LANGFELDT --- Teacher Manual Training, Soldiers' Orphans' Home  
 Education: Graduate, Illinois State Normal Univ.  
 Experience: Rural Schools, Sangamon County, Ill.; Teacher Manual Training, Soldiers' Orphans' Home, Normal, 1920—

#### UNIVERSITY STAFF EMPLOYES

GEORGE J. FOSTER  
 Gardener

ANGELINE VERNON MILNER  
 Librarian

Mrs. KATHERINE WILSON WILLEY  
 Assistant Librarian

DRUSILLA ERICKSON  
 EDNA KELLEY  
 Library Assistants

KATHERINE CARSTAIRS  
 Registration Clerk  
 JENNIE AMSBARY JOHNSON  
 Financial Clerk

FLORA PENNELL DODGE  
 Secretary to the President

VERNIE CORENE MORRIS  
 IRENE PEARL FUNK  
 Stenographers



# EXTRA TEACHERS EMPLOYED FOR SUMMER SESSION

1921

MOSES ROY STAKER, B. Ed., Illinois State Normal University  
CHESTER FREDERICK MILLER, A. M., Columbia University  
GUY JINKS KOONS, A. B., University of Illinois  
T. W. CALLIHAN, A. M., University of Chicago

## *Education*

PERNA MARIE STINE, B. Ed., Illinois State Normal University  
GEORGE MARSH HIGGINS, Ph. D., University of Illinois  
CYRUS W. LANTZ, A. M., University of Illinois  
BRUCE HITCH, B. Ed., Illinois State Normal University

## *Biology*

WILLIAM HENRY KADESCH, Ph. D., University of Chicago  
ELLA ROSE DEAN, B. Ed., Illinois State Normal University

## *Physical Science*

C. E. COOPER, A. M. University of Michigan  
EULALIA TORTAT, B. Ed., Illinois State Normal University

## *Geography*

HENRY HUGH EDMUNDS, B. S., University of Illinois  
WILLIAM H. WILLIAMS, A. M., Williams College  
JOHN ARTHUR STRONG, B. Ed., Illinois State Normal University  
RUTH ANNA DAVID, Graduate, Illinois State Normal University

## *Mathematics*

BEULAH ELIZABETH SELSAM, A. B., University of Illinois  
VERLE SELLS, A. B., Milwaukee-Downer College  
ETHEL MAE OLDAKER, B. Ed., Illinois State Normal University

## *Commercial Branches*

ISABEL HAZLETT, Ph. B., University of Chicago  
ROBERTA LEE DAVIS, Graduate, Illinois State Normal University

## *English Grammar and Composition*

WALTER W. JENNINGS, Ph. D., University of Illinois

## *Economics and Sociology*

CHARLES HENRY DORRIS, M. S., University of Illinois  
CHARLES FREDERICK CARR, A. M., University of Missouri  
ORLA ALAMON TOWNS, A. M., University of Illinois  
WHITELAW REID SPURRIER, A. M., Columbia University  
ELMER BERNHARD LYON, B. S., Northwestern University

## *History and Civics*

ESSIE CHAMBERLAIN, Ph. B., University of Chicago  
MRS. MARY BARNUM KADESCH, A. B., University of Iowa

## *Literature*

LURA MARY EYESTONE, B. S., Columbia University  
LAURA LOUISE STEPHENS, Columbia School of Expression

## *Reading*

MARTIN FRANCIS GLEASON

KATHERINE H. SCOTT

## *Art Instruction*

KATHERINE CRANOR, A. M., Columbia University  
FERN KAUFMAN B. S., James Millikin University

## *Home Economics*

WILLIAM ARTHUR POTTER, Northwestern University

## *Music*

ETHEL ALBRIGHT, Graduate, Illinois State Normal University

## *Training School*

MARION MARSH JOHNSON, B. S., University of Wisconsin

## *Physical Education*

PIERRE SILVIO ZAMPIERE

## *French and Spanish*

## FACULTY COMMITTEES

- Alumni—Miss Renich, Miss Cooper, Miss Steele, Miss Harper.  
Athletics—Mr. Russell, Mr. Holmes, Mr. Williams, Mr. Benjamin, Miss Callahan.  
Auditing—Mr. Adams, Miss Atkins, Mr. Cavins.  
Buildings—Mr. Newell, Miss Ela, Mr. Lancaster.  
Bulletins and Printing—Mr. Holmes, Mr. Williams, Miss Scott.  
Campus—Mr. Newell, Miss Patterson, Mr. Bone, Mr. Hudelson.  
Christian Work—Miss Atkin, Mr. Adams, Miss Barton, Miss Dillon.  
Course of Study—Mr. Manchester, Mr. Howe, Miss Colby, Mr. Holmes, Mr. Beyer, Mr. Peterson, Mr. Schroeder, Miss Scott, Miss Atkin, Miss Barton, Mr. Kuderna, Mr. Bone.  
Disciplin—Mr. Manchester, Mr. Russell, Miss Barton, Miss Colby, Mr. Howe.  
Entertainments—Mr. Ridgley, Miss Atkin, Mr. Bone, Miss Maxey.  
Faculty Club Programs—Mr. Pringle.  
Faculty Reception—Miss Thompson, Miss Clark, Miss Thoene, Mr. Linkins, Miss Cooper, Miss Parsons.  
General Exercises—Mr. Sorrenson, Miss McConnell, Miss Ropes.  
Graduating Exercises—Mr. Adams, Miss Glassow, Mr. Sanford, Mr. Drago.  
Lecture Association—Mr. Linkins, Miss Whitten, Mr. Turner.  
Library—Mr. Schroeder, Miss Colby, Mr. Ridgley, Miss Maxey, Miss Milner.  
Music—Mr. Westhoff, Mr. Newell, Miss Ropes.  
Oratorical Association—Mr. Sorrenson, Mr. Beyer, Miss Scott.  
Parents' Meetings—Miss Dillon, Miss Lee, Mr. Lancaster, Miss Harper.  
Playground—Mr. Lancaster, Miss Callahan, Miss Benedict.  
Publicity—Mr. Williams, Mr. Ridgley, Mr. Bone.  
Reception of New Students—Mr. Westhoff, Miss Moberly, Miss Simpson, Miss Maxey.  
Records—Mr. Cavins, Mr. Turner, Mr. Holmes.  
Recommendations—Mr. Turner, Mr. Holmes, Mr. Bone, Miss Blake.  
Social Life—Miss Ela, Mr. Linkins, Miss Benson, Miss Simpson, Miss Barton, Miss Clark, Miss Atkin.  
Student Activities—Mr. Adams, Mr. Howe, Miss Clark.  
Student Loan Fund—Mr. Cavins, Mr. Barger, Mr. Williams.  
Students' Programs—Mr. Manchester, Miss Colby, Mr. Holmes, Mr. Howe, Mr. Beyer, Mr. Peterson, Mr. Schroeder, Miss Atkin, Miss Scott, Mr. Bone, Mr. Kuderna, Miss Barton.  
Student Publications—Miss Scott, Miss Hamilton, Miss Klipple.  
Student Welfare—Women—Misses Barton, Blake, Atkin, Porter, Clark.  
Student Welfare—Men—Messrs. Linkins, Russell, Cavins, Mull.  
Substitutions in Curriculums—Mr. Manchester.  
Teachers College—Mr. Schroeder, Miss Colby, Mr. Holmes, Mr. Ridgley, Mr. Beyer.  
Training School—Mr. Turner, Mr. Howe, Miss Thoene, Miss Imboden.  
Philadelphian Society—Mr. Cavins, Mr. Westhoff, Mr. Holmes, Mr. Sorrenson.  
Wrightonian Society—Mr. Kuderna, Miss Ropes, Miss Blake, Miss McConnell.  
Country Life Club—Miss Patterson, Mr. Bone, Mr. Hudelson.  
The President is ex-officio a member of all committees.

## GENERAL INFORMATION

THE ILLINOIS STATE NORMAL UNIVERSITY, founded in 1857, is located at Normal, two miles north of Bloomington. It is the oldest state normal school in the Mississippi Valley, and the ninth to be established in the United States.

The grounds include 56 acres besides a school farm of 96 acres.

There are five major buildings besides a dormitory for women, a modern heating plant, a plant house, and farm buildings.

Its equipment is modern and ample. In the departments of biology, geography and agriculture, as well as in its training department, its facilities are not surpassed in any institution of its class.

Its library contains 37,431 volumes and 25,000 pamphlets.

Its faculty includes seventy-four teachers.

Its student body during the year ending June 1, 1921, although greatly reduced by war conditions, has included 747 normal school and teachers college students during the regular terms, 2263 summer school students, 70 teachers in extension classes, 85 students in correspondence courses, 230 students in the high school, 548 in the elementary school, and 342 in the school at the Soldiers' Orphans' Home. The ordinary annual income is \$218,000.

It provides fourteen distinct curriculums for high-school graduates to meet the varying needs of students preparing to teach at different levels of the public school system, as well as of special teachers of art and design, music, home economics, manual training, agriculture, commercial branches, and physical education. There are other curriculums for country-school teachers and students of limited preparation.

### LOCATION

The town of Normal, as its name suggests, has grown up around the Normal University. It has attracted a body of residents who value educational advantages and give to the community high intellectual, moral, and civic standards.

The situation is healthful, the site high and well drained. The town is provided with excellent water, sewers, paved streets, gas, and electric lights. Commodious homes and boarding houses for 800 students stand within easy walking distance of the school. An electric railway with cars every ten minutes connects Normal with Bloomington, two miles to the south.

### HOW TO REACH NORMAL

The Illinois Central and the Chicago & Alton are the only railroads in Normal. Whenever it is possible, students on other lines should buy their tickets and check their baggage thru to Normal. Students coming to Bloomington on the Big Four or the Lake Erie & Western are advised to check their baggage to the Chicago & Alton Junction in Bloomington; they may then leave the train at this station and recheck their baggage to Normal at a cost of ten cents, the price of a ticket to Normal.

Students coming to Bloomington on the limited trains of the Chicago & Alton, the Big Four, the Lake Erie & Western, or the Interurban lines of the Illinois Traction System may reach Normal by street cars. These run from all railroad stations to the Court House square, whence a transfer may be taken to the Normal-South Main or Fell Avenue cars, which run to the Normal University.

The fee for delivering baggage from Normal station is seventy-five cents; from Bloomington one dollar. Baggage should bear a card with the owner's name and address.

## STUDENT ORGANIZATIONS

**Literary Societies.**—There are five literary societies connected with the school—the Philadelphian, the Wrightonian and three junior societies in the University High School. These afford practice in oratory, debate, dramatics, and parliamentary usage. The societies have well-furnished rooms set aside for their use.

**Christian Organization.**—Young women students receive a hearty welcome to the Young Women's Christian Association of the Normal University. This organization endeavors to promote the social and spiritual welfare of the students. It maintains a paid secretary.

**Oratorical Association.**—The purpose of this association is the cultivation of oratory, extempore speaking, declamation, and debate. The winners of the annual contest in oratory and declamation receive the Richard Edwards medals, established in honor of the second president of the institution. The successful contestant in oratory represents this institution in the contest held in March of each year under the direction of the State League of Normal Schools.

**The Athletic Association** has general control of students' athletics in conjunction with the director of the gymnasium.

**The Lecture Association** provides a course of high-class lectures and concerts at low cost.

**Musical Organizations.**—The University Choral Club meets twice each week at 6:15. The club gives three concerts each year, singing selections from standard operas, oratorios, and cantatas.

**Glee Clubs.**—Four are organized, two for men, two for women.

**The Orchestra** gives students who play upon an instrument an opportunity for practice in concerted playing.

**The Band** numbering about twenty-five members receives daily instruction upon band and orchestral instruments.

**The Dramatic Club** (The Jesters) presents one or more plays each year.

**The Latin Club** discusses at its meeting the civilization and institutions of Ancient Rome.

**The Science Club** holds bi-weekly meetings, at which papers are read dealing with scientific questions.

**The Nature Study Club** discusses ways and means of extending and popularizing the nature-study movement.

**The Country Life Club** devotes its weekly meetings to the consideration of topics relating to the improvement of country life through the leadership or co-operation of the country school.

**The Kindergarten Club** meets alternate weeks to discuss the principles, the practice, and the problems of the Kindergarten and plans for extending its usefulness.

**The Varsity Club** is an organization of the young men to promote a healthy social and intellectual life within the institution.

## STUDENT PUBLICATIONS

**The Vidette** is an 8-page weekly, filled with local news, alumni notes, and practical and interesting matter on school topics contributed by faculty and students. It is under the management of the Vidette Board, elected by the students of the various classes.

**The Index**, published annually by the senior class, contains detailed information in regard to the various student organizations.

**The Alumni Quarterly** is a 32-page magazine whose purpose is to keep alumni in touch with the life of the institution.

## ORGANIZATION

The Illinois State Normal University comprizes four schools :

The Normal School,  
The Teachers College,  
The Elementary Training School,  
The University High School.

The Normal School in intended to prepare teachers for graded elementary schools, rural schools, and village schools. It provides for high-school graduates curriculums two years in length for primary teachers, for upper-grade teachers, for rural-school teachers, and for special teachers of art, manual training, household science, household art, agriculture, commercial branches, physical education, public school music, and the kindergarten. A two-year curriculum is provided to prepare country-school teachers, and a preparatory program for mature students who wish to make up deficiencies in high-school work.

The Teachers College is intended to prepare high-school teachers, supervisors, principals, and superintendents whose duties require a more extended preparation than the normal-school course. It provides full four-year curriculums beyond the high-school, leading to the professional degree, Bachelor of Education.

The Elementary Training School consists of a kindergarten and eight grades. It is intended to serv as a model school for observation and training for students of the Normal School and Teachers College. The school of the Soldiers' Orphans' Home with 350 pupils affords further facilities for training.

The University High School is provded primarily for holders of township scholarships who ar too young to enter the Normal School, or who do not intend to prepare for teaching. Additional students ar admitted on payment of tuition. It is a school of observation and training for students in the Teachers College. The attendance is limited to 230.

## ENROLMENT

As soon as persons decide to enter the Normal University as students, they should, if time permits, write to the president for an admission blank. Upon this should be enterd the high-school record of the student and such other data as ar required. This application for admission should then be maild to the Normal University. Students who hav secured advanst standing in other higher institutions may settle by correspondence the classification that may be granted them.

The first day of the fall term is devoted to the enrolment of new students, and to the examinaton of students for advanst standing. New students should be present in the morning to present their credentials, to register in the offis, to pay their term fees, to consult with the appropriate committee in regard to their program of studies, to enrol with the director of the gymnasium, to consult with teachers in regard to their studies, to purchase their textbooks and to get their assignments. In all other terms students ar expected to enrol on the Saturday preceding the beginning of the term.

Students upon arriving in Normal ar advized to come directly to the offis of the president.



## CONDITIONS OF ADMISSION TO THE NORMAL SCHOOL

Students are admitted to the Normal School upon presentation of the following evidences of scholarship:

1. A high-school diploma.
2. A teacher's certificate.
3. A certificate of attendance at another state normal school.
4. A township scholarship under the Lindly Act. This act provides for an annual examination in each township adapted to graduates of the eighth grade. Successful candidates are awarded scholarships good for four years at any state normal school in Illinois.
5. A county diploma or certificate of graduation from the eighth grade.
6. A statement from proper school authorities showing that one or more years of high-school work has been completed.

Each student who has done any high-school work should bring a copy of his record signed by the principal.

Persons not provided with the foregoing credentials may arrange for admission by correspondence with the president.

To enter the normal school students must be at least sixteen years of age. Students not of the required age are assigned to the elementary school or high-school until they reach the maturity desired.

To obtain free tuition, students who are not holders of township scholarships are required to sign a declaration of their intention to devote themselves to teaching in the public schools of Illinois for as long a period as they attend the Normal School.

Students may enter at any time, provided they are competent to take up the work then in progress. It is best to enter at the beginning of a term. In all but the special programs classes are provided each term for students beginning a course of study.

## CREDIT FOR WORK IN OTHER INSTITUTIONS

For all work done in other state normal schools and in the University of Illinois, credit is given so far as such work is equivalent to our own courses. Credit for work done in other higher institutions is granted upon adequate proof that such work is a satisfactory substitute for courses offered here. No student is expected to mark time by repeating work well done elsewhere.

## SPECIAL STUDENTS

Teachers of maturity and experience may be admitted as special students, and are permitted to take up any work for which they are prepared. They may not, however, be permitted to teach in the training school until they have had preliminary courses in psychology and education.

## EXAMINATIONS FOR ADVANCED STANDING

To students pursuing any of the programs outlined on pages 27-47 an opportunity is given to pass by examination some studies in the program without taking the same in class. Arrangements for a suitable date may be made with the instructor.

# ACCREDITED HIGH SCHOOLS

Graduates of high schools with four-year courses recognized by the State Department of Education are admitted to the Teachers College, or to any of the two-year curriculums (A to J) in the Normal School or to curriculums M and O, provided that fifteen units of entrance credit that they offer include the following:

Algebra -----	1	unit
Geometry -----	1	unit
Physics -----	1	unit
*Chemistry -----	½	unit
Zoology -----	½	unit
Botany -----	½	unit
Physiography -----	½	unit
Civil Government -----	½	unit
History -----	1½	units
Literature and English Composition -----	3	units
Total -----	10	units

The remaining five units may be composed of any subjects that the high school accepts to meet its graduating requirement.

The work above stated is the minimum in each branch. It is expected that each student shall have done more work in some of the subjects.

Graduates of recognized high schools who have not completed all the work listed above may take two of the omitted half-units in the regular classes in these subjects (see Program P, p. 46) as substitutes for two standard subjects in their regular program. If the student is deficient in more than two half-units of the list, he shall add these subjects to the requirements of his regular program. Such added courses may be completed in summer terms.

Graduates of non-recognized high schools with full four-year courses are admitted on the same terms, and may continue in the program chosen, provided that they maintain in their various studies a general average of not less than seventy-five per cent. If they fall below this average in any term, in any study they shall in the next term take such additional courses as may be arranged with the Dean.

If high-school graduates admitted to the Normal University are not able to write well with ease and speed, or read distinctly with good expression, or use the dictionary intelligently, or pass the examination in spelling, extra courses in reading, penmanship, spelling and dictionary work must be taken by them during their first year.

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A unit is the amount of work done in a preparatory subject in 180 recitation periods of forty minutes each, or the equivalent in laboratory or other practice.

\*Chemistry is not required for admission to any of the special curriculums C—J.

Students following curriculum B are excused from this entrance requirement if they elect physical science in their second year.

## **EXPENSES**

Tuition is free to all qualified students of the required age who are preparing to teach in the schools of Illinois. A registration fee of two dollars per term is charged all students except those holding township scholarships under the provision of the Lindly act. For each summer term of six weeks the fee is one dollar. Students from other states than Illinois and students not preparing to teach are charged an additional tuition fee of ten dollars per term for long terms. If within five years such student from another state teaches an equivalent time in Illinois, the tuition is refunded. An incidental fee of two dollars per term is charged to maintain certain student organizations.

Good furnished rooms, large enough for two persons, rent at from \$3.00 to \$5.00 per week. Table board in private families may be had at \$5.50 to \$7.00 per week. An excellent cafeteria and two restaurants assist in boarding students. Good rooms and excellent boarding places are abundant. Arrangements can be made better after arriving in Normal than by letter.

Students not living at home are required to room at approved houses. A list of approved rooming houses is kept at the office of the Dean of Women. A written contract is required strictly defining the terms on which rooms are rented.

Fell Hall affords rooms for 83 young women and boarding accommodations for twice that number. Students desiring rooms should address the Head of Fell Hall for a floor plan and a statement of rules governing the renting of rooms.

Textbooks and ordinary stationery may be bought at the school-book store at net wholesale cost; or books may be rented at twenty per cent of their ordinary retail price. Students are advised to own and keep the textbooks in advanced courses.

## **AID TO STUDENTS**

To assist worthy students in completing their course of study the Alumni and Faculty have created a Students' Loan Fund, from which students in their senior year may borrow at a low rate of interest a sum not to exceed one hundred fifty dollars.

Provision is made upon the Normal University farm for housing and boarding a small group of students of agriculture. These will be afforded regular employment a few hours each day at fair wages. Application may be made by mail.

Many students secure employment which enables them to meet their expenses. For such employment address Miss Lillian Barton, Dean of Women. Students should consult her before entering into any agreement with an employer.

## **TEACHERS' BUREAU**

The Illinois State Normal University maintains a teachers' bureau, whose purposes are to secure for its students, free of cost, suitable positions, and to aid school officers in selecting efficient teachers. Students, as a rule, do not expect employment without a personal visit; it is hoped that the expense of such visit may be avoided unless there is a reasonable prospect of employment.

## GRADUATION

Candidates for graduation shall, at the beginning of the year in September, file with the Dean the program of studies they desire to follow during the senior year. This program must accord with the general daily programs for the various terms and the rules stated on pages 25-26. If the student desires to make substitutions not provided for by the general rules his request must be approved by the proper committee of the faculty.

No person may receive the diploma of this institution unless he has completed a full year (12 credits) of resident work. Each candidate for graduation shall write an acceptable thesis upon some educational theme. The subject shall be reported to the head of the proper department at the opening of the Fall term. The thesis shall be completed and handed in twelve weeks before graduation.

Students who lack no more than four credits of completing the course of study may participate in the Commencement functions in June and receive their diplomas upon the completion of their work in the ensuing summer terms.

Candidates for graduation should see that all conditions and deficiencies are removed by the end of the eighth week of the Spring term.

## THE SUMMER SESSION

The Normal School provides two summer terms of six weeks each for active teachers and for students who wish to continue their studies during the summer. The programs consist chiefly of the regular courses in the various subjects. The daily program is so arranged that the student recites twice per day in the same subject, thus completing a regular twelve-week course in six weeks. All grades of the training school are in session during the first summer term affording model lessons for observation and discussion and opportunity for practice teaching. Especial prominence is given to music, drawing, construction work, manual training, and the household arts, to the natural sciences, to the common branches as outlined in the Illinois State Course of Study, and to the special courses required in the examination for state teachers' certificates. Credit is given for all satisfactory work and recorded on the books of the institution. A special summer-school announcement is issued in March.

Many of the courses in the Senior College will be arranged in a three-year cycle and taught in the summer terms thus enabling a student to complete two units of work by attending the same term for three consecutive summers.

Courses in Home Economics and Agriculture as required by the Smith-Hughes Act are offered in the summer terms.

A similar mid-spring term will begin May 1, 1922, providing about twenty-five new classes. See page 58.

## COURSES OF STUDY

The Normal School requires for most of its courses the degree of maturity and scholarship attained by graduates of our best high schools with four-year courses of study. Accordingly the standard two-year curriculums of the Normal University are planned for students of such preparation. Besides the standard courses others are regularly taught to meet the needs of students of limited high-school preparation. In the standard two-year curriculums, twenty-four credits of proper rank are required for graduation. By a credit is meant the amount of work done in a term of twelve weeks in a subject requiring daily preparation by a typical student carrying four studies and reciting five times a week in each. To complete the standard two-year curriculums the attendance required of the typical student is six regular terms of twelve weeks. There are also three-year and four-year curriculums for high-school graduates.

## RANK OF CREDITS

Credits are of four ranks according to the character of the courses for which they are given. The 305 courses offered are divided into four classes with a small remaining unclassified group.

The unclassified courses are elementary courses in music, physical training, phonics, writing, spelling and composition, which may be counted at full value in any curriculum in which they are required.

They are designated by the first nine numerals.

Courses of Class 1 are of Junior high-school rank and may be taken by any student admitted to the normal school. They are of full credit value only in curriculums N and P, as described below.

They are designated by the numerals 11—19.

Courses of Class 2 are of Senior high-school rank and may be taken by students who have had two-years of high-school work, or by students with one year of such work provided they have shown proficiency in the subject. They are counted at full credit value in curriculums L, and P, and at one-half of a credit if substituted for courses in Class 3.

They are designated by the numerals 21—29.

Courses of Class 3 are of Junior College rank and may be taken by high-school graduates and other students of demonstrated equivalent preparation, or by students of three-years high-school preparation who have shown special proficiency in the subject. These courses count at full credit value in all curriculums except the Senior College, and at two-thirds credit when substituted for courses in Class 4.

They are designated by the numerals 31—39.

Courses of Class 4 are of Senior College rank and may be taken by students in the Senior College or by second-year students in curriculums A—K, or third-year students in curriculum L who have shown special proficiency in the subject. They are allowed full credit in all curriculums.

They are designated by the numerals 41—49.



## **CURRICULUMS**

The regular curriculums of study ar :

A. A two-year curriculum (24 credits) to prepare teachers of upper grades.

B. A two-year curriculum for teachers of lower grades.

C. A two-year kindergarten-primary curriculum for teachers of the kindergarten and of the first two primary grades.

D to J. Two-year curriculums to prepare special teachers of Music, Manual Training, Art and Design, Household Art, Household Science, Agriculture, and Commercial branches. There ar also three-year curriculums combining Music and Art, Household Science and Household Art.

A four-year curriculum in Home Economics to meet the requirements of the Smith-Hughes Act. At present graduates of the three-year curriculum in Home Economics ar accepted as teachers under the Smith-Hughes Act.

K. A four-year Teachers College curriculum to prepare high-school teachers, principals, supervisors and superintendents.

Graduates of four-year high schools who hav the specific preparation set forth on page 14 and other students of equal preparation ar admitted to the foregoing curriculums without condition.

Mature students whose preparation falls below the equivalent of four years of high-school work and who wish to enter upon any of the foregoing curriculums may arrange with the President or Dean to take from the preparatory program (program P. on p. 47) such courses as ar needed to complete the entrance requirements. All such students must, before graduation, be credited with fifteen units of entrance credits, in addition to the regular credits of the curriculum selected.

L. A three-year curriculum for students who hav had the equivalent of three years of high-school work. This leads to the same normal-school diploma as programs A to J.

M. A two-year curriculum for high-school graduates who wish to engage in teaching country schools.

N. A similar three-year curriculum for graduates of the eighth grade, who ar not less than sixteen years of age. Graduates of the tenth grade may complete this in two years.

Students who complete N ar recommended for provisional teachers' certificates under the certificating law.

Students who hav completed N must take, before graduating, enuf additional work to make a total of fifteen units of entrance credit and twenty-six term-credits of normal-school work.

Students who hav completed N and wish to secure the diploma from any of the curriculums A to K, should arrange with the President or Dean for the additional work to be taken from Program P.

O. A two-year curriculum for special teachers and supervisors of physical education. A four years' high school course is requisit.

P. A preparatory program, three years or less in length, to enable mature students to supply the deficiencies in their high-school preparation.

Entrance credits may be granted holders of teachers certificates in accordance with the rules shown on page 46.

## **TEACHERS' CERTIFICATES**

It is the duty of the State Normal University to prepare every kind of teacher required for the public schools of Illinois.

The needs of the schools are set forth in the law of 1913 (as amended in 1919 and 1921), governing Teachers' Certificates. These certificates may be issued to candidates who have passed the examinations prescribed by the State Examining Board, or to those who have done a required amount of work in "recognized" normal schools or other higher institutions.

The Normal University provides the specific courses required for the various kinds of certificates.

Graduates from curriculums A to M and from curriculum O are entitled to receive a first-grade county elementary certificate good for three years and renewable indefinitely. This certificate is good for teaching two years of high-school work if endorsed by the county superintendent.

Students who have completed the work of the junior year in any of these curriculums may receive the second-grade county elementary certificate at the option of the county superintendent of schools.

Students completing N may receive a provisional county elementary certificate good for one year under the same condition.

The six-week courses required for renewal of these certificates are offered in the mid-spring term and the summer terms.

The Kindergarten-Primary certificate, good for three years and renewable indefinitely, may be obtained by completing curriculum C.

Special certificates, good for three years and renewable indefinitely, may be obtained after completing curriculums D to J in Music, Art, Manual Training, Domestic Science, Domestic Art, Agriculture, Commercial branches, and Physical Education, such certificates may be obtained for particular high-school subjects.

County high-school certificates, good for three years and renewable indefinitely, may be obtained after completing the Teachers College program, providing courses be chosen in accordance with the requirements of the Examining Board.

Students who have completed two years' of work in the normal school or teachers college may be admitted to the examination for this certificate.

County supervisors' certificates may be obtained only by examination in English, educational psychology, the history of education, and school administration. The Normal University offers extended and thorough courses in these subjects, as well as the two years of preliminary work required.

State elementary certificates and state high-school certificates are issued to teachers of due preparation and long experience in teaching who pass an examination in English, educational psychology, and principles and methods of teaching. The State Normal University offers adequate courses in these subjects in both the regular and summer terms.

For the State Supervisors' certificate is required graduation from a normal school and an examination in English, educational psychology, sociology, the history of education, and school management, administration, and supervision.

Holders of first-grade elementary certificates who have taught five years may convert the same into state life certificates by taking an additional year of work in a state normal school.

## RULES RELATING TO STUDIES AND CONDUCT

1. Every new student is expected at the beginning to choose one of the various curriculums and to follow this curriculum as closely as is practicable except where electiv substitutes ar specifically allowd.

2. Variations from the regular program chosen ar permitted to special students, and to others if there be special need of such change. All individual programs involving substitutions must be approved by the President or the Dean.

3. Students who hav become irregular in their programs or who contemplate taking electivs should study carefully the daily programs on pages 54-58. All irregular programs should be approved by one of the faculty committee on student programs (page 14).

4. No substitution may be allowd for the common branches unless the student gives satisfactory evidence of proficiency in such branches. In doubtful cases an examination may be required.

5. No substitution for any of the natural sciences may be allowd unless the student's previous study in the omitted branch is equal to the requirements for admission as shown on page 19.

6. Electivs may be chosen from any of the programs on pp. 27-47 provided the student is qualified to pursue the subject with profit. This permission may be granted by the President or Dean.

7. The electivs allowd include five years' work in Latin, three years' work in French or Spanish, and courses in method for students who hav already attaind considerable proficiency in these languages. For the first year's work in Latin one credit is allowd, for the second year two credits, for all work beyond the second year and for the courses in method full credit.

8. Full credit is allowd for French, or Spanish in the Teachers College curriculum providing a full year's work or more is completed. If a year's work has been done before coming to Normal, each term's work in the normal school is allowd full credit.

9. No electiv credit is allowd in Curriculums A-K for a single term in cooking or sewing; for two terms one credit is given; for three terms three credits.

10. No credit is allowd for less than one hundred twenty hours of bench work.

11. All classes recite daily in the regular terms. In the mid-spring and summer terms of six weeks two recitations per day ar held in most subjects, thus enabling the student to complete the regular twelve-week courses in thirty school days.

12. Four hours per week of gymnasium practis is required of all first-year students. Students who cannot profitably take this work because of age or physical disability may substitute electivs. Ten library lessons ar given each term to entering students.

13. Thirty minutes per day ar devoted at General Assembly to the consideration of topics of interest to prospectiv teachers. All members of the school ar expected to attend. On Tuesdays the school at this hour is divided into small sections for practis in platform speaking. All students not teaching at this hour ar required to participate in this work.

14. Every student is expected to take not more than four major subjects (or their equivalent), nor less than three, not counting physical training. Students whose standing in all subjects is above 80 may take a heavier program, with the approval of the Dean. Students who work for their board are not permitted to take a full schedule.

15. If a student fails to keep pace with his class in any study he may be transferred to a lower section in such study or be required to drop the study.

16. If a student fails to carry a study after continuing through half the term he is required to repeat the study at the earliest opportunity.

17. If a student fails to complete a course in which his work is of good quality, he should complete such course in the next term in which he is in attendance and the course offered. Otherwise the entire course is to be repeated at the earliest opportunity.

18. A student who fails in any term to make a passing grade in two major studies, or their equivalent, is placed upon probation for the succeeding term, and in case he fails to carry two majors in the succeeding term, he shall not be permitted to continue his studies until one year has elapsed. This rule may be suspended in the case of any student by a majority vote of the faculty.

19. Other students may be placed on probation by the faculty or by the Committee on Discipline. Such probation shall not exceed one term. Students on probation may not take part in any public contest or exhibition—athletic, musical, dramatic, or oratorical.

#### MISCELLANEOUS

20. Term fees and tuition are to be paid the first day of the term. If the student leaves school within two weeks (one week in summer), fees are refunded. If a student paying tuition leaves school during the first half of the term, half of the tuition is refunded.

21. Students are enrolled in their classes upon presentation of their term-fee or tuition receipt, or evidence that they hold a township scholarship.

22. Grades for scholarships indicate as follows: Above 90, distinguished proficiency; 86-90, excellent; 81-85, good; 76-80, average; 70-75, fair work below the average; below 70 indicates poor work and the student must repeat the course. The median is 80.

23. Students are expected, whenever it is possible, to enter school at the beginning of the term and remain to the close, to attend their classes regularly, and to conform to the various requirements that have been found necessary to the orderly and successful working of the institution and to the welfare of its students.

24. Students who return late from vacation shall forfeit two points of their term standing in each subject for each day's delay in entering the class, unless it is attested by a physician's certificate that the delay in return was due to the illness of the student or to serious illness in the family requiring his presence.

This rule may be suspended in any particular case by a vote of the faculty.

25. Any student who shall withdraw before the end of the term unless excused by the President or Dean shall forfeit his grades in the various subjects taken.

# CURRICULUM A

For Teachers of Upper Grades

72 Weeks—24 Credits

## FIRST YEAR

FALL	WINTER	SPRING
Teaching Process	Physiology 31	Psychology 33
Arithmetic 32	Geografy 34, 35, 36, 37	Nature Study 31
Grammar 31	{ Phonics	{ Geografy 31
{ Drawing 1	{ Reading 31	{ Reading Method
{ Physical Training	{ *Music 2 or 31	{ *Bookbinding
	{ Physical Training	{ Physical Training

## SECOND YEAR

General Method	School Management	Economics 31
Science of Discourse	History 31	Literature Method
*Political Science or	*Physical Science	*Biology 33, or
*Color and Design	Teaching	*Color Practis
Teaching		Principles of Education or Teaching

Bracketed subjects count as half-credits.

Dictionary work, spelling, and writing ar required the second term of all students found deficient in these branches.

Electivs chosen according to the rules on page 25 may be taken insted of the stard courses.

Two teaching credits may be made in the same term at the Soldiers Orphans Home.

Students who pass the examination in phonics and dictionary work spend an entire term upon reading. Examinations ar offerd at the beginning and at the middle of each term.

At the middle and at the end of the fall term examinations ar offerd in phonics, dictionary work, and spelling. Students who pass in phonics wil take Reading 31 during the entire term.

Students whose teaching credit is 85 per cent or above in the first two terms of teaching may substitute the Principles of Education for the third term.

To meet more fully and successfully the demands made upon graduates from this curriculum it is recommended that each student take in a summer term, History 32 and Public Speaking, or two other courses selected with the approval of the President or Dean. These additional credits may be counted as senior college credits.



**CURRICULUM B**

For Teachers of Lower Grades

72 Weeks—24 Credits

**FIRST YEAR****FALL**

Teaching Process

Physiology 31

{ \*Reading 31

{ Phonics

{ Music 2 or 31

{ Physical Training

**WINTER**

Psychology 33

Arithmetic 31

{ Primary Reading 32

{ Geografy 31

{ Primary Drawing

{ Physical Training

**SPRING**

General Method

Science of Discourse or

Grammar 31

Primary Geografy

{ Primary Music

{ Physical Training

**SECOND YEAR**

Literature Method

\*History Method 33

{ Primary Handwork

{ Color

Teaching

School Management

\*Grammar 31, or

\*Physical Science, or

\*Art Appreciation

{ Story-telling

{ Intermediate Language

Teaching

Nature Study 31

Economics 31, or

Sociology

\*Playground Manage-

ment

Teaching or

Principles of Education

Bracketed subjects count as half-credits.

Physical Science is required of all students who hav not met the entrance requirement in Chemistry as shown on page 19.

Spelling and writing ar required of all students found deficient in these branches. These must be taken the second term.

Electivs chosen according to the rules on page 25 may be taken insted of the stard courses.

Dictionary work and special drill in phonics and reading ar required of all students deficient in these subjects.

Phonics is required of all who do not pass the examination offerd at the beginning of the term.

Two teaching credits may be made in the same term at the Soldiers Orphans Home.

The third term of teaching may be omitted only if an grade of 85, or above, has been made in each of the two preceding terms.

Students who hav omitted stard courses ar urged to take them during summer terms, or to take other courses recommended by the President or Dean. These may count as senior college credits.

## CURRICULUM C

### KINDERGARTEN-PRIMARY CURRICULUM

For Teachers of the Kindergarten and the  
First Two Grades of the Elementary School

72 Weeks—24 Credits

#### JUNIOR YEAR

FALL	WINTER	SPRING
Child Study	Child Study	Kindergarten Technics
{ Kindergarten Technics	{ Plays and Games	{ Primary Handwork or
{ Kindergarten Observa- tion	{ Primary Handwork or Kindergarten Practis	{ Kindergarten Practis
Nature Study 31	Physiology 31	Psychology 33
{ Primary Drawing	{ Music 2 or 31	{ Primary Music
{ Physical Training	{ Physical Training	{ Color
		Physical Training

#### SENIOR YEAR

Kindergarten Principles	General Method	Principles of Education
Kindergarten Practis	Arithmetic Method	Sociology 41
Literature Method	Kindergarten Curricu- lum	{ *Blackboard Drawing
{ Primary Reading 32	Teaching	{ *Playground Manage- ment
{ Geografy 31		Teaching

Bracketed courses count as half-credits. For a description of the Kindergarten courses see page 110.

This program is pland for high-school graduates and to meet the re-quirements of the law for the certificating of teachers.

Electivs chosen according to the rules on page 25 may be taken insted of the stard courses.

Students taking this curriculum should be able to sing and play simple music, or acquire this ability before graduation.

Students ar advized not to begin this course unless they expect to attend two consecutiv years.

Spelling and writing must be taken by all students found deficient in these branches. These must be taken the second or third terms.

Two teachng credits may be made in the same term at the Soldiers Orphans Home.

It is recommended that two additional major courses be taken during the summer term. These may be selected with the approval of the President or Dean.

## **CURRICULUM D**

### **SPECIAL CURRICULUM IN MUSIC**

72 Weeks—24 Credits

#### **JUNIOR YEAR**

##### **FALL**

Music 2  
Physiology 31  
Reading 21  
\*Literature 32  
Physical Training

##### **WINTER**

Music 32  
Teaching Process  
\*Science of Discourse  
{ Reading Method 33  
  Sound 42  
Physical Training

##### **SPRING**

Music 31  
Psychology 33  
Sociology 43  
\*Public Speaking  
Physical Training

#### **SENIOR YEAR**

Music 33  
General Method  
\*Literature 35 or  
\*The Speaking Voice  
Teaching

Music 34  
School Management  
Advanced Composition  
Teaching

Music 35  
Economics 31  
Reading 31  
Teaching or  
Principles of Education

Students who are taking approved courses in instrumental music parallel to this program may arrange with the Dean to substitute the same for the standard courses above.

Other electives may be chosen according to the rules on page 20.

Students found deficient in spelling or writing take extra work in these branches during the second or third terms.

All students pursuing this curriculum are expected to sing in glee clubs and choruses and, if practicable, play in the orchestra or band.

The third term of teaching may be omitted only if the average grade in the two terms is above 84 per cent.

Where standard subjects are omitted it is recommended that these or two others approved by the President or Dean be taken during the summer term.

# CURRICULUM E

## SPECIAL MANUAL TRAINING CURRICULUM

72 Weeks—25½ Credits

### FIRST YEAR

FALL	WINTER	SPRING
Bench Work	Bench Work	Lathe Work
{ Drawing 1	Mechanical Drawing	History of Man. Train.
{ Design	Psychology 33	General Method
Science of Discourse	Physiology or	Elementary Woodwork
Teaching Process	Geometry 32 or 31	and Carpentry
Physical Training	Gymnastics	Physical Training

### SECOND YEAR

Teaching and	Factory Method Furni-	*Bookbinding
Organization of	ture Construction	Architectural Drawing
Manual Arts	School Management	*Furniture Designing
Machine Drawing	Economics 31	and Construction
Art Metal	Teaching	*Teaching
Teaching		

Furniture Designing and Construction may be taken as a major or minor.

Electives chosen according to the rules on page 25 may be substituted for the stard courses.

Students pursuing this curriculum who ar found to be deficient in penmanship, spelling, English composition, or oral expression ar required to take special courses in these subjects during the winter term or spring term.

Students may omit two of the stard subjects in the last term.

The third term of teaching may be omitted if an average grade of 85 has been made in two terms.

It is recommended that Pottery, Primary Handwork, and the omitted stard subjects be taken in summer terms.

**CURRICULUM F****SPECIAL CURRICULUM IN ART AND DESIGN**

72 Weeks—24 Credits

**FIRST YEAR****FALL**

Perspectiv  
 Color Theory  
 Prim. Handwork  
 Prin. of Design  
 \*Nature Study 31  
 Physical Training

**WINTER**

Art Appreciation  
 Teaching Process  
 Mechanical Drawing  
 Light and Shade 33  
 Physical Training

**SPRING**

Color Practis  
 Elementary Woodwork  
 Psychology 33  
 { Blackboard Drawing  
 { Commercial Design  
 Physical Training

**SECOND YEAR**

Art Metal  
 Costume Design  
 General Method  
 Teaching

Pottery  
 Cast Drawing  
 Home Decoration  
 Teaching

Bookbinding  
 \*Economics 31  
 Art Organization  
 Painting or  
 Teaching or  
 Principles of Education

Students pursuing this curriculum who are found to be deficient in penmanship, spelling, English composition, or oral expression are required to take special courses in these subjects during the winter term or spring term.

For the standard subjects substitutions may be made with the approval of the Dean.

The third term of teaching may be omitted only if an average grade of 85 or more has been made in two terms.

It is recommended that Physiology 31 and Principles of Education or Economics be taken in a summer term.



# CURRICULUM D—F

## SPECIAL CURRICULUM IN MUSIC AND ART

116 Weeks—38 Credits

### FIRST YEAR

#### FALL

Music 2  
Perspectiv  
Color Theory  
Prin. of Design  
Physical Training 1  
Teacher and School

#### WINTER

{ Music 31  
  Light and Shade  
Physiology 31  
{ Sound 42  
  Reading Method  
{ Primary Handwork  
  Physical Training 2

#### SPRING

Music 32  
Color Pracits  
Psychology 33  
{ Blackboard Drawing 1  
  Commercial Design  
Physical Training 3

### SUMMER TERM

Nature Study 31  
General Method

### SECOND YEAR

Art Metal  
Music 33  
Reading 21  
Teaching

Music 34  
Art Appreciation  
Pottery  
\*Science of Discourse

Music 35  
Reading 31  
Painting  
Prin. of Education  
Mechanical Drawing

### THIRD YEAR

Costume Design  
\*Literature 32  
\*The Speaking Voice  
Economics 31

Home Planning  
Cast Drawing  
Sociology, or  
\*Reading 31  
{ \*Sound 42  
  \*Reading Method  
Teaching

Bookbinding  
\*Literature 41  
\*Sociology 41  
Art Organization  
Teaching

Substitutions may be made for the stard courses to enable the student to receive instruction in instrumental music, or to remove entrance conditions as defined on page 19.

**CURRICULUM G****SPECIAL CURRICULUM IN HOUSEHOLD ART**

72 Weeks—24 Credits

**FIRST YEAR****FALL**

Household Art 31  
 Physiology 31  
 Science of Discourse  
 Principles of Design  
 Gymnastics 1

**WINTER**

Household Art 32  
 Teaching Process  
 Textils or  
 \*Commercial Geograpy  
 Drawing 1  
 Gymnastics 2

**SPRING**

Household Art 33  
 Psychology 33  
 Economics 31  
 or Sociology  
 Color  
 Gymnastics 3

**SECOND YEAR****FALL**

Household Art 43  
 General Method  
 Costume Design  
 Teaching

**WINTER**

Household Art 41  
 School Management  
 Home Decoration  
 Teaching

**SPRING**

Household Art 42  
 History of Education  
 \*Industrial History  
 Teaching

**CURRICULUM H****SPECIAL CURRICULUM IN HOUSEHOLD SCIENCE**

72 Weeks—25½ Credits

**FIRST YEAR****FALL**

Household Science 31  
 Chemistry 31  
 Botany 32  
 Science of Discourse  
 Physical Training

**WINTER**

Household Science 32  
 Chemistry 32  
 Teaching Process  
 \*Commercial Geograpy  
 Physical Training

**SPRING**

Household Science 33  
 Chemistry 33  
 Psychology 33  
 Sociology 43  
 or Economics 31  
 Physical Training

**SECOND YEAR**

Household Science 41  
 Chemistry 41  
 General Method  
 Teaching

Household Science 42  
 Chemistry 42  
 Physiology 41  
 Teaching

Household Science 43  
 School Management  
 \*Sanitation 42  
 Teaching

Electivs may be substituted for stard subjects.

# **CURRICULUM G—H, MINOR**

## **THREE-YEAR CURRICULUM IN HOME ECONOMICS**

### **HOUSEHOLD ART AND HOUSEHOLD SCIENCE**

114 Weeks—38 Credits

#### **FIRST YEAR**

##### **FALL**

Garment Making  
Chemistry 31  
Science of Discourse  
{ Design  
{ Physical Training

##### **WINTER**

Domestic Art 32  
Chemistry 32  
Teaching Process  
{ Drawing 1  
{ Physical Training

##### **SPRING**

Dressmaking  
Chemistry 33  
Psychology  
{ Color  
{ Physical Training

#### **SECOND YEAR**

Cookery  
Dress Design  
Domestic Art Organ.  
General Method

Domestic Science 32  
Textils  
Adv. Dressmaking  
School Management

Domestic Science 33  
Millinery  
Economics  
Teaching

#### **SUMMER TERM**

Commercial Geograpy  
Principles of Education

#### **THIRD YEAR**

Inst. Cookery  
Botany 32  
Chemistry 41  
Teaching

Domestic Science 42  
Physiology 41  
Chemistry 42  
Public Speaking

Dietetics  
\*Sanitation  
\*Sociology  
Teaching

At present students completing this three-year curriculum are accepted as teachers in Smith-Hughes high-schools.

Electives may be substituted for the stard subjects.

**CURRICULUM G—H, MAJOR****FOUR-YEAR CURRICULUM IN HOME ECONOMICS**

Complying with the Smith-Hughes Law

**FIRST YEAR**

FALL	WINTER	SPRING
Garment Making	Domestic Art 32	Domestic Art 33
Chemistry 31	Chemistry 32	Chemistry 33
Science of Discourse	Teaching Process	Physiology 31
Physical Training	Drawing 1	Color
Design	Physical Training	Physical Training

**SECOND YEAR**

Dress Design	Adv. Dressmaking	Millinery
Cookery	Domestic Science 32	Domestic Science 33
Chemistry 41	Chemistry 42	*History 32
Botany 32	Public Speaking	Psychology 33

**THIRD YEAR**

Domestic Art Organ.	Physiology 41	Dietetics
Institutional Cookery	Domestic Science 42	Gardening
Physics 31	Physics 32	Sociology
General Method	Teaching	*Reading 31

**FOURTH YEAR**

Domestic Science Organ.	Textils	Dormitory Management
Economics	Commercial Geografy	Sanitation
*English Poetry	Home Planning	*Industrial History
Teaching	School Management	Teaching

Students deficient in English wil be required to take additonal courses in that subject.

Electivs may be substituted for stard subjects.

# CURRICULUM I

## TWO-YEAR CURRICULUM IN AGRICULTURE

25½ Credits

### FIRST YEAR

#### FALL

Farm Animals 31  
Chemistry 31  
Zoology 31 or  
Science of Discourse  
Physical Training

#### WINTER

Feeds and Feeding 32  
Chemistry 32  
Zoology 32  
Teaching Process  
Physical Training

#### SPRING

Horticulture 33  
Chemistry 33  
Psychology 33  
Economics 31  
Physical Training

### SECOND YEAR

Farm Crops 34  
\*General Method  
\*Physics 33  
\*Botany 32  
\*Teaching

Soil Physics  
\*Chemistry 44  
\*Commercial Geograpy  
\*Physics 34  
\*Teaching

Farm Management  
\*Chemistry 45  
\*Prin. of Education  
\*Mechanics 36  
\*Teaching

Students omit three of the stard subjects in the second year; four terms of education and two terms of teaching ar always required.

Students completing this curriculum ar entitled to receiv the normal-school diploma in agriculture, and to teach in high schools receiving funds from the Federal Tresury under the provisions of the Smith-Hughes Act.

Students deficient in writing, spelling, pronunciation, English composition or in the use of the dictionary, should take additional courses in these subjects.

Students ar urged to take the additional courses in agriculture provided in the second year during summer terms if they cannot do so before receiving their diploma.

Students who desire thoro preparation to serv as principals of community high schools should combine this curriculum with studies offerd in the country-school department.

Students preparing to teach Agriculture in community high-schools should, if they can, spend three years in the normal school.

Courses in Dairy Husbandry, Farm Mechanics, and Animal Breeding ar taught in summer terms.

Students who lack thoro preparation in Botany of the Seed Plants should arrange to take Botany 31 before Botany 32.



**CURRICULUM J****TEACHER-TRAINING COURSE IN COMMERCE**

72 Weeks—24 Credits

**FIRST YEAR**

FALL  
Accounting 31a  
Shorthand 31  
Typewriting 31  
Psychology 33  
Physical Training

WINTER  
Accounting 31b  
Shorthand 32  
Typewriting 32  
General Method 34  
Physical Training

SPRING  
Accounting 31c  
Shorthand 33  
Typewriting 33  
High School Problems 38  
Physical Training

**SECOND YEAR**

FALL  
Shorthand 34  
Typewriting 34  
Salesmanship 33  
Commercial Law 34a  
Economics 31  
Teaching

WINTER  
Shorthand 35  
Typewriting 35  
Business Organization  
and Finance 33  
Commercial Law 34b  
Teaching

SPRING  
\*Shorthand 36  
Office Training 36  
\*History 44 or 45  
\*Money, Banking and  
Audits 41  
\*Commercial Geography 37  
\*Teaching

\*In the spring term of the second year, a choice is permitted between Shorthand 36 and Teaching.

In the spring term of the second year, the student has the option of choosing two of the following courses: Money, Banking and Audits; Commercial Geography; and Industrial History.

Office Training follows the courses in Typewriting.

**LIST OF CREDITS**

Accounting -----	3	Money, Banking and Audits ---	1
Business Organization and Finance---	1	Salesmanship -----	½
Commercial Geography -----	1	Shorthand -----	5 or 6
Commercial Law -----	1	Typewriting and Offis -----	
Economics -----	1	Training -----	3
Industrial History -----	1	Teaching -----	2 or 3
Psychology -----	1	High School Problems -----	1
General Method -----	1	Physical Training -----	1½

Students deficient in Penmanship will be required to take a course in that work in addition to the above.

Students entering with high-school credits in Shorthand, and Typewriting may modify this program under advisement.

Drill in commercial arithmetic is included in the courses in Accounting.

## THE TEACHERS COLLEGE

The purpose of the Teachers College is to afford adequate professional preparation for high-school teachers, principals, superintendents, and special teachers. Its program provides for two-years' work in the Junior College, two years in the Senior College.

High-school graduates having the special preparation set forth on page 19 are admitted to the Junior College and a program of study four years in length. (48 credits.)

Students in the Normal School may transfer to the Junior College if they have completed fifteen units of work of secondary grade.

Normal-School graduates are admitted to the Senior College and to a curriculum two years in length. (24 credits.)

College graduates are admitted to the Senior College and to a special professional curriculum one year in length. (12 credits, eight of them in education and teaching.)

All students completing the prescribed curriculum receive the degree of Bachelor of Education.

Students completing the curriculum of the Junior College may receive the normal-school diploma, if their credits include five terms in education and two terms of teaching with a grade not lower than 80.

The program of the Teachers College is largely elective. The elective courses fall into two lists, designated B, and A.

First year and second year students may select from List B.

Students of the Senior College must select two of their four elective courses from List A, the others may be chosen from List B. No course in List A may be taken unless its prerequisites in the Junior College have been completed. College graduates may choose their electives from any list, or from the normal-school programs approved by the president. Two of the three terms in practical teaching listed in the Senior College may be taken in the second year. One must be taken in the last year.

Students in the Teachers College are required to elect some major subject in which they are to make at least nine credits. The student is expected to take also such other courses related to his major as are prescribed by the head of the department in which the major lies. As a rule the electives chosen should run through the year.

Students in the Teachers College are subject to the same general requirements relating to platform speaking, physical training, attendance at general assembly, and general decorum as apply to normal-school students.

Students admitted to the Teachers College who are found deficient in writing, spelling, composition or oral expression are required to take a special course in such subject during the second year.

While students who complete two years of this work may now receive a first grade elementary certificate and become legally qualified to teach in high-schools, it is probable that this provision of the law will soon be repealed. Students are strongly advised to complete at least three years' work before undertaking such teaching. If their electives have been properly chosen, they may then pass the examination for a county high-school certificate.

Graduates from the Teachers College may be admitted to the graduate school of the University of Illinois.

## TEACHERS COLLEGE, CURRICULUM K

144 Weeks—48 Credits

The required studies in pedagogy scheduled for the second year may be deferred until the third year; those of the third year until the fourth year.

Two substitutes may be taken for standard courses to make up conditions. See page 19.

For electives to complete this curriculum see page 41.

### FIRST YEAR

FALL	WINTER	SPRING
Elem. Psychology	Grammar 31, or	Teaching Process, or
*Music 2 or 31 or	General Method	H. S. Problems, or
Physiology 31	Music 2 or 31 or	Grammar 31
Physical Training	Physiology 31	*Drawing 1
*Electiv B	Physical Training	Physical Training
Electiv B	*Electiv B	*Electiv B
	Electiv B	Electiv B

### SECOND YEAR

FALL	WINTER	SPRING
General Method	Economics	Prin. of Education
High-school Problems, or	School Management	Science of Discourse
*Reading 31	*Public Speaking	Electiv B
Electiv B	Electiv B	Electiv B
Electiv B		

### THIRD YEAR

School Administration	School Administration,	School Admn., or
or Edu. Psychology, or	or Edu. Psychology, or	Ethics, or
History of Education	History of Education	History of Education
Electiv A, or B	Electiv A, or B	Electiv A, or B
Electiv A	Electiv A	Electiv A
Electiv A	Electiv A	Electiv A

### FOURTH YEAR

Teaching	Teaching	Teaching
Electiv A, or B	Electiv A, or B	Electiv A, or B
Electiv A	Electiv A	Electiv A
Electiv A	Electiv A	Electiv A

Three electives of rank B may be substituted for two electives of rank A. First year students are excluded from all classes in senior college subjects. Two terms of teaching may be elected in the second year.

# ELECTIV COURSES IN THE TEACHERS COLLEGE

## LIST B—JUNIOR COLLEGE

### FALL

Arithmetic 31 or 32  
Physics 33  
Chemistry 31  
Zoology 31  
Botany 32  
Geography 32  
History 31 or 36  
Political Science 21  
Literature 32  
Literature 35  
Latin Method 31  
Latin 41  
French 31  
French 34  
Spanish 31  
Mechanical Drawing  
Machine Drawing  
Drawing 4 and 7  
Design 31

### WINTER

Geometry 31 or 32  
Physics 34  
Chemistry 32  
Zoology 32  
Biology Method  
Geography 34  
History Method 34  
Political Parties 32  
Literature Method 31  
Hist. of Eng. Liter. 33  
Latin-Eng. Etymology 33  
\*Latin 42  
French 32  
French 35  
Spanish 32  
Mechanical Drawing  
Furniture  
Drawing 5 and 6  
Art Appreciation 38  
Village Schools 39  
LIST A—SENIOR COLLEGE

### SPRING

Algebra 31  
Mechanics 36  
Chemistry 33  
Botany 31  
Taxonomic Biology  
Geography 35 or 36  
History 32  
Municipal Problems 33  
Hist. of Eng. Lang. 33  
Hist. of Am. Liter. 34  
Caesar-Cicero Method 32  
\*Latin 45  
French 33  
French 36  
Spanish 33  
Bench Work  
Architectural Drawing  
Drawing 8  
Painting 37  
Community Problems 32

College Algebra 41  
Physics 41  
Chemistry 41  
Chemistry 43  
†Plant Morphology 41  
\*Plant Pathology 44  
\*General Zoology 41  
Rural Education  
†Entomology 44  
Nature Study 44  
†Geography 41  
\*Geography 44  
\*History 41  
†History 44  
\*Sociology 43  
†Social Problems 44  
\*American Poetry 42  
†British Poetry 45  
Debating 41  
The Speaking Voice 42  
†Tacitus 43  
French 41  
Spanish 41

Trigonometry 41  
Physics 42  
Chemistry 42  
Chemistry 44  
Plant Physiology 42  
\*Plant Pathology 44  
\*General Zoology 42  
Advanced Physiology  
†Organic Evolution 45  
Nature Study 42  
†Geography 42  
\*Climatology 45  
\*History 42  
†History 45  
\*Economics 41  
†Economics 42  
\*English Drama 43  
†Browning 46  
Platform Reading 45  
Dramatic Reading 43  
†De Senectute 44  
French 42  
Spanish 42

Analytics 42  
Physics 43  
Astronomy 31  
Chemistry 45  
†Plant Ecology 42  
\*Bacteriology 45  
\*General Zoology 43  
Sanitation  
†Economic Entomol. 46  
Nature Study 43  
†Geography 43  
\*Con. Nat. Resources 46  
\*History 43  
†History 46  
\*Amer. Indus. Hist. 45  
†Eng. Indus. Hist. 46  
\*The Novel 44  
†19th Century Prose 47  
Literature 41  
Ad. Public Speaking 44  
French 43  
Spanish 43

†Taught 1922-23 and in alternate years thereafter.

\*Taught 1921-22 and in alternate years thereafter.

## CURRICULUM L

### THE THREE-YEAR CURRICULUM

114 Weeks—38½ Credits

#### FIRST YEAR

FALL	WINTER	SPRING
Arithmetic 32	Arithmetic 31	*Algebra 21
Civics 21	*Grammar 11	Grammar 12
Geography 21 or 32	Teacher and School 31	*Music 2 or 31
{*Reading 21	U. S. History 31	*Drawing 1
{Physical Training	Physical Training	*Botany 31 or 33
	†Spelling or Writing	Physical Training

#### SUMMER TERM

Orthography and Phonics  
Reading Method 32 or 33  
Any Elective

#### SECOND YEAR

*Algebra 22	Geometry 31	*Geometry 32, or
Psychology 33	General Method 34	Physiology 31
Zoology 31, or	*Reading 31, or	Science of Discourse
Botany 32	*Zoology 32, or	Teaching
*Color	*Public Speaking	*Prin. of Education
*Design		

#### THIRD YEAR

Economics 31	Chemistry 21	*Physics 22
Physics 21 or 33	or Physics 34	or Chemistry 21
*Literature 22	*Shakespeare 23	*Modern History 35
Teaching	Teaching	Geography 34, 35, or 36
	Village Schools	Community Problems

No student may omit both Literature 2 and Shakespeare.

†Spelling and writing are to be taken only if student is deficient.

Electives may be chosen according to the rules on page 27.

If Latin or French is taken throughout the course, six majors may be omitted.

This program is planned for teachers of upper grades. Teachers of lower grades should choose substitutes from programs B or C.

Students with eleven units of entrance credit may be admitted to this curriculum.

Students over 20 years of age who present seven units of entrance credit may be admitted to this curriculum with conditions in Ancient and Medieval History.

All of the subjects printed above are desirable. The omissions to be made should be of subjects in which the student has previously taken strong courses.



## CURRICULUM M

COUNTRY SCHOOL PROGRAM FOR HIGH-SCHOOL GRADUATES

72 Weeks—24 Credits

### FIRST YEAR

#### FALL

Teacher and School  
Arithmetic 31  
Nature Study  
Primary Handwork  
Gymnastics

#### WINTER

Psychology 33  
\*Grammar 31  
{ Domestic Science or  
{ Agriculture  
Drawing 1  
Gymnastics

#### SPRING

General Method  
Nature Study  
{ Domestic Art or  
{ Manual Training  
Music 2  
Gymnastics

### SECOND YEAR

Science of Discourse  
\*Arithmetic 32 or  
Geography 32  
Economics  
Teaching

Rural Hygiene  
Physical Science  
{ Curriculum  
{ Observation  
Phonics and Reading  
Participation  
in Country School

Country-School Manage-  
ment  
Community Civics  
United States History  
{ Children's Literature  
{ Reading Method

This curriculum is intended for students who wish to teach in superior country-schools and consolidated schools. The aim is to use in every course illustrations and examples drawn from country problems and conditions.

Electives may be substituted for the stard courses.

Students found deficient in spelling, pronunciation, composition, or oral reading will be required to take additional courses to remove this deficiency.

Students following this curriculum will spend three weeks in February or March in observation and participation in some superior country school. Hence the other courses in the winter term second-year are only for nine weeks.

**CURRICULUM N****THREE-YEAR CURRICULUM FOR COUNTRY TEACHERS**

For graduates of the Eighth Grade  
who are not less than sixteen years old.

108 Weeks—27½ Credits

**FIRST YEAR**

FALL	WINTER	SPRING
Mensuration	Percentage 23	Geography 11
Nature Study 11	Elementary Physics 11	Nature Study 12
Composition 13	Grammar 11	Grammar 12
Reading 11	Orthography	{ Music 2
Gymnastics	Gymnastics	{ Drawing 1
		Gymnastics

**SECOND YEAR**

Algebra 14	Algebra 15	Algebra 16
U. S. History	U. S. History 22	Civics 11
Public Speaking	Rhetoric 23	Literature 21
Geography 12	{ Agriculture or	{ Domestic Art or
	{ Domestic Science	{ Manual Training

**THIRD YEAR**

Country School Teaching	Curriculum and Observ.	Country School Prob.
Geometry 21	Geometry 22	Primary Handwork
Zoology 31	Physiology 21	Botany 31
Arithmetic 31	Economics 21	{ Primary Reading
	Participation in	{ Children's Literature
	Country School	

Graduates of the tenth grade may elect 24 majors from this list and at the end of two years receive a provisional teacher's certificate.

Other students may obtain the same certificate after completing the entire course as shown above.

# CURRICULUM O

## SPECIAL CURRICULUM IN PHYSICAL EDUCATION

72 Weeks—24 Credits

### FIRST YEAR

FALL	WINTER	SPRING
Psychology	General Method	Kinesiology
Zoology 31	Anatomy	Growth and Development
Chemistry 31	Chemistry 32	Sociology
Literary Types 32	Science of Discourse	Physical Diagnosis
Physical Activities I	Physical Activities II	Physical Activities III

### SECOND YEAR

FALL	WINTER	SPRING
Correctiv Gymnastics	Physiology (advanst)	Nature and Function of
Theory of Gymnastics	Teaching	Play
Physiology 31	Technique and Organiza-	Festivals
Teaching	tion of Sports	Teaching or
Physical Activities IV	Physical Education	Principles of Educ.
Dancing I	Method	Anthropometry
	Physical Activities V	Physical Activities VI
	Dancing II	Dancing III

Prerequisite high-school diploma.

Students who hav had the equivalent of Chemistry 31 should arrange with advisor for a substitution.

Students who ar deficient in English wil be required to take additional courses in Reading, Spelling, Penmanship, or Composition as may be needed. These courses may be taken in summer terms.

This curriculum leads to a special diploma in Physical Education. Students in other curriculums may elect courses from this curriculum as substitutes for stard subjects.

By arrangement with the dean two additional years of work in correlated subjects may be arranged leading to the degree in Education.

## CURRICULUM P

### THE PREPARATORY CURRICULUM

The preparatory curriculum is intended for students old enuf to enter the normal school, who, because of their maturity and diligence, ar able to complete the equivalent of a high-school course in less than four school years.

It is not intended for students who expect to engage in teaching after one or two years' attendance in the normal school. Such students should take curriculum N.

It is recommended for mature students who wish to take the special curriculums A to K but lack the high-school preparation required.

Experienst teachers who wish to begin at once upon any of the curriculums A to K may arrange with the President or Dean to select part of their work from the preparatory program, part of it from the special curriculum.

Preparatory credit is reckond in units, a unit being the equivalent of 36 weeks of high-school work with daily recitations requiring preparation. The numerals after the various term courses indicate the fraction of a unit covered by the term's work.

Students of the required age who hav completed the eighth grade and hav had no high-school work must complete fifteen units of preparatory work. Students who hav completed a partial high-school course, may, in consultation with the President or Dean, select from the preparatory program the units to be taken to complete the fifteen.

The stard courses ar electiv. Each student is required to take one stard subject each term in addition to the required subjects at the top of the list.

One term of Orthografy and Phonics should be included in every student's curriculum.

The ten required entrance units prescribed on page 19 should be included in every student's program.

Public Speaking is required daily for one term, weekly thruout the entire course. The total credit allowd is one unit.

#### **Entrance credit allowd upon Teachers' Certificates:**

1. A teacher who has taught eight months upon a first grade or a second grade certificate originally obtaind by examination after July 1, 1914, may receiv as entrance credit:

One-third of a unit of credit in each subject in which the grade on his certificate is 70-79 in his last examination.

Two-thirds of a unit if the grade is 80-89; one unit if the grade is 90-100.

2. No credit wil be counted in penmanship or orthografy.

3. Only one-third of a unit may be counted in Illinois history; two-thirds of a credit in civics.

4. If credit for high-school work is allowd in any subject, no credit may be counted for a certificate grade in that subject.

5. No more than six units of entrance credit may be allowd upon any teacher's certificate.

# PROGRAM P

## THE PREPARATORY PROGRAM

### FIRST YEAR

FALL	WINTER	SPRING
Algebra 14 ----- $\frac{1}{3}$	Algebra 15 ----- $\frac{1}{3}$	Algebra 16 ----- $\frac{1}{3}$
Composition 13 ----- $\frac{1}{3}$	Grammar 11 ----- $\frac{1}{3}$	Grammar 12 ----- $\frac{1}{3}$
Reading 11 ----- $\frac{1}{3}$	Elem. Physics 11 ----- $\frac{1}{3}$	Geograpy 21 ----- $\frac{1}{2}$
Physical Training ---- 1-6	Physical Training ---- 1-6	Physical Training ---- 1-6
*Civics 11 ----- $\frac{1}{3}$	*Economics 21 ----- $\frac{1}{3}$	*Reading 21 ----- $\frac{1}{2}$
*Manual Training --- $\frac{1}{3}$	*Manual Training --- $\frac{1}{3}$	*Manual Training --- $\frac{1}{3}$
*Domestic Science --- $\frac{1}{3}$	*Domestic Science --- $\frac{1}{3}$	*Domestic Science --- $\frac{1}{3}$
*Latin 11 ----- $\frac{1}{3}$	*Latin 12 ----- $\frac{1}{3}$	*Latin 13 ----- $\frac{1}{3}$
	Orthograpy ----- $\frac{1}{3}$	

### SECOND YEAR

Geometry 21 ----- $\frac{1}{2}$	Geometry 22 ----- $\frac{1}{2}$	Geometry 32 ----- $\frac{1}{2}$
Public Speaking ---- $\frac{1}{3}$	Rhetoric 23 ----- $\frac{1}{2}$	Literature 21 ----- $\frac{1}{2}$
Zoology 31 ----- $\frac{1}{2}$	Physiology 21 ----- $\frac{1}{2}$	Botany 31 ----- $\frac{1}{2}$
*Amer. Hist. 21 ----- $\frac{1}{2}$	*Amer. Hist. 22 ----- $\frac{1}{2}$	English Hist. 26 ---- $\frac{1}{2}$
*Commer. Geog. 37 --- $\frac{1}{2}$	*Zoology 32 ----- $\frac{1}{2}$	*Music and Draw. --- $\frac{1}{2}$
*Sewing 31 ----- $\frac{1}{3}$	*Sewing 32 ----- $\frac{1}{3}$	*Sewing 33 ----- $\frac{1}{3}$
*Mechan. Drawing --- $\frac{1}{3}$	*Mechan. Drawing --- $\frac{1}{3}$	*Mechan. Drawing --- $\frac{1}{3}$
*Latin 14 ----- $\frac{1}{3}$	*Latin 15 ----- $\frac{1}{3}$	*Latin 16 ----- $\frac{1}{3}$
French 21 ----- $\frac{1}{3}$	French 22 ----- $\frac{1}{3}$	French 23 ----- $\frac{1}{3}$

### THIRD YEAR

Physics 21 ----- $\frac{1}{2}$	Chemistry 21 ----- $\frac{1}{2}$	Physics 22 ----- $\frac{1}{2}$
Literature 22 ----- $\frac{1}{2}$	Shakspere 23 ----- $\frac{1}{2}$	Reading 31 ----- $\frac{1}{2}$
Ancient Hist. 23 ----- $\frac{1}{2}$	Medieval Hist. 24 ---- $\frac{1}{2}$	Modern History 35 --- $\frac{1}{2}$
*Botany 32 ----- $\frac{1}{2}$	*Art 34 or 35 ----- $\frac{1}{3}$	*Astronomy ----- $\frac{1}{2}$
Art 32 ----- $\frac{1}{3}$	*Chemistry 32 ----- $\frac{1}{2}$	Art 36 or 38 ----- $\frac{1}{3}$
*Chemistry 31 ----- $\frac{1}{2}$	*Latin 22 ----- $\frac{1}{2}$	*Chemistry 33 ----- $\frac{1}{2}$
*Latin 21 ----- $\frac{1}{2}$	*Arithmetic 31 ----- $\frac{1}{2}$	*Latin 23 ----- $\frac{1}{2}$
Design 31 ----- $\frac{1}{4}$	French 25 ----- $\frac{1}{3}$	Blackboard Draw. --- $\frac{1}{4}$
French 24 ----- $\frac{1}{3}$	Spanish 32 ----- $\frac{1}{2}$	Commercial Art ---- $\frac{1}{4}$
Spanish 31 ----- $\frac{1}{2}$		French 26 ----- $\frac{1}{3}$
		Spanish 33 ----- $\frac{1}{2}$

Courses in agricultural and commercial branches may be included in this list. Half units of credit as listed above ar allowd to students at least twenty years of age.



## THE UNIVERSITY HIGH SCHOOL

The act of the State Legislature creating Township Scholarships in the state normal schools for the benefit of graduates of the eighth grade obliges these institutions to provide academic courses for such holders of these scholarships as do not intend to become teachers, and also for such as are looking to teaching but are still too young to enter upon the regular normal-school programs.

Tuition is free to all holders of township scholarships.

Other students of suitable age, character, and preparation may be admitted upon payment of tuition at the rate of eighteen dollars per term, or six dollars per study where partial work is taken. Attendance is limited to 230.

Students whose tuition is to be paid from public funds should secure the necessary permits early in the fall term.

The high-school students are seated in a separate study hall in charge of a principal and five teachers, who devote their entire time to the instruction and care of these high-school students and to the supervision of their work. Twenty-one other members of the regular faculty teach or supervise classes in the high school.

On pages 49-53 five programs of study are outlined; one with Latin and French or Spanish for such students as expect to enter college, another designed especially for girls, giving a large place to household economy, a commercial program, a manual training program, an agricultural program. Physical training and music must be taken at some time during the first three years. Monthly rhetorical exercises are required of all students.

Class hours extend from 8:00 A. M. to 4:30 P. M. Students are on duty in classroom, laboratory, shop, study hall or library during each class period unless excused by the principal.

It is the intention to develop this department into a model high-school. While the value of liberal culture and the demands of citizenship will receive due recognition in the arrangement of its courses, it is proposed to meet the growing demand that the high-school course shall prove directly servicable in preparing for high efficiency in useful occupations. Accordingly there are arranged five chief programs, each four years in length, differing in the prominence given to particular groups of studies, and looking respectively toward the speaking and writing professions, medicine and agriculture, engineering and building trades, commerce, and the household arts.

Graduates of the University High School are admitted without examination to all universities and colleges belonging to the North Central Association of Colleges and Secondary Schools.

Holders of township scholarships and others who contemplate entering the University High School are requested to register as early as is possible. Registration may be by mail.

A special bulletin describing the University High School will be furnished upon application.

# FOREN LANGUAGE CURRICULUM

## FIRST YEAR

### FALL

Latin 11  
Composition 1  
Algebra  
\*Physical Science 1  
\*Cookery  
\*Benchwork

### WINTER

Latin 12  
Literature 1  
Algebra  
\*Physical Science 2  
\*Foods and Cookery  
\*Benchwork  
Music

### SPRING

Latin 13  
Literature 2  
Algebra  
\*Botany 1  
\*Domestic Science  
\*Manual Training

## SECOND YEAR

Cæsar 14  
Composition 2  
Greek History  
\*Zoology 1  
\*Sewing  
\*Agriculture

Cæsar 15  
Literature 3  
Roman History  
\*Zoology 2  
or Physiology  
\*Sewing  
\*Agriculture  
Freehand Drawing

Cæsar 16  
Literature 4  
Medieval History  
\*Botany 2  
or Physiology  
\*Textils  
\*Agriculture

## THIRD YEAR

Cicero 21  
or French 21  
or Spanish 21  
Literature 5  
\*Modern History  
\*Chemistry  
Plane Geometry

Cicero 22  
or French 22  
or Spanish 22  
Composition 3  
\*Modern History  
\*Chemistry  
Plane Geometry

Ovid 23  
or French 23  
or Spanish 23  
Literature 6  
\*Civics  
\*Chemistry  
Plane Geometry

## FOURTH YEAR

Vergil 24  
or French 24  
or Spanish 24  
Literature 7  
Physics  
U. S. History  
or Mathematics

Vergil 25  
or French 25  
or Spanish 25  
Literature 8  
Physics  
U. S. History  
or Mathematics

Latin Composition  
or French 26  
or Spanish 26  
Literature 9  
Physics  
Economics  
or Mathematics

Students who intend to enter the Normal Department should be careful to include the requirements shown on page 19.

Students should elect one of the stard courses where a choice is offered.

All girls ar urged to complete the two units in Foods and Clothing unless they hav had long courses in these subjects in the Elementary School.

The courses offerd in Latin, French, or Spanish, ar continued in the teachers college.

The senior mathematics is recommended for students who expect to attend colleges or universities where three units of high-school mathematics ar required for admission.

**COMMERCIAL CURRICULUM****FIRST YEAR**

FALL	WINTER	SPRING
Penmanship and Spelling	Business Methods	Business English
Composition 1	Literature 1	Literature 2
General Mathematics	General Mathematics	General Mathematics
*Physical Science 1	*Physical Science 2	*Botany 1
*Cookery	*Cookery	*Household Management
*Benchwork	*Benchwork	*Mechanical Drawing
	Music	

**SECOND YEAR**

Accounting	Accounting	Accounting
Commercial Arithmetic	Commercial Arithmetic	Medieval History
Composition 2	Literature 3	Literature 4
Zoology 1	Physiology	Physical Geography

**THIRD YEAR**

Shorthand and Typewriting	Shorthand and Typewriting	Shorthand and Typewriting
Literature 5	Composition 3	Literature 6
United States History	United States History	Civics
*Chemistry	*Chemistry	*Chemistry
*Sewing	*Sewing	*Sewing

**FOURTH YEAR**

Shorthand and Typewriting	Shorthand and Typewriting	Shorthand, Typewriting and Office Training
Literature 7	Literature 8	Commercial Law
Physics	Physics	Physics
Commercial Geography	Industrial History	Economics

This curriculum is recommended to young people who expect to enter the business world.

Two years of Spanish may be substituted for the shorthand and typing, or for other branches with the approval of the principal.

All girls are advised to take the two years work provided in foods and clothing.

Students who expect to enter the Normal Department or Teachers College should see to it that they elect branches that meet the requirements shown on page 19 of this catalog.

Students may select one of the starred subjects.

# HOME ECONOMICS CURRICULUM

## FIRST YEAR

FALL	WINTER	SPRING
Household Management 1	Household Management 2	{ Household Accounts Meal Planning and Serving Laundry
Foods and Cookery 1	Foods and Cookery 2	
Composition 1	Literature 1	
Physical Science 1	Physical Science 2	
Zoology 1	Zoology 2	Literature 2
		Botany 1
		Physical Geograpy

## SECOND YEAR

Sewing 1	Sewing 2	Dressmaking
Color	Design	Home Decoration
Composition 2	Physiology	Botany 2
General Mathematics	General Mathematics	General Mathematics
Physical Education	Physical Education	Physical Education

## THIRD YEAR

Advanst Dressmaking	Textils	Millinery and Advanst
Millinery	Composition 3	Dressmaking
Costume Design	Chemistry	Literature 6
Chemistry	United States History	Chemistry
United States History		Civics

## FOURTH YEAR

Food Preservation and	Cafeteria	Dietetics; Adv. Cook-
Experimental Cookery	Literature 8	ery; Care of Infants;
Literature 7	Physics	Home Nursing
Physics	Industrial History	Literature 9
Commercial Geograpy		Physics
		Economics

This curriculum is recommended as the best for girls who do not plan to attend some college in which Algebra and Geometry and some foren language ar required for admission. If such attendance is pland, the mathematics and language may be substituted for other courses as approved by the principal.

All students attend classes in public speaking one period each week.

Students who intend to enter the Normal Department should plan to include in their curriculum the admission requirments shown on page 19.

**MANUAL TRAINING CURRICULUM****FIRST YEAR****FALL**

Bench Work  
Composition 1  
Algebra  
Physical Science 1

**WINTER**

Mechanical Drawing  
Literature 1  
Algebra  
Physical Science 2

**SPRING**

Bench Work  
Literature 2  
Algebra  
Botany 1

**SECOND YEAR**

Mechanical Drawing  
Composition 2  
Mechanics Arithmetic  
Zoology 1

Bench Work  
Literature 3  
Freehand Drawing  
Zoology 2, or  
Physiology  
Music

Wood Turning  
Literature 4  
Bookkeeping  
Botany 2, or  
Physiology

**THIRD YEAR**

Pattern Making  
Literature 5  
Plane Geometry  
\*United States History

Furniture  
Design  
Plane Geometry  
\*United States History  
Gymnastics

Furniture  
Literature 6  
Plane Geometry  
\*Civics

**FOURTH YEAR**

\*Art Metal, or Cement  
Construction  
Literature 7  
Physics  
Commercial Geography  
\*Adv. Algebra

\*Pottery, or Machine  
Drawing  
Literature 8  
Physics  
Industrial History  
\*Solid Geometry

\*Bookbinding or  
Architectural Drawing  
Literature 9  
Physics  
Economics  
\*Solid Geometry

One of the stard courses may be omitted.

Students expecting to study engineering in a university or technical school are advised to elect the mathematics in the senior year.

This curriculum is especially recommended for boys who are fond of tools and who show aptitude for mechanical occupations or for the house-building trades.

Two years of French or Spanish may be substituted for stard courses of the last two years.



**AGRICULTURAL CURRICULUM****FIRST YEAR**

FALL	WINTER	SPRING
Domestic Animals	Animal Production	Orchard and Garden
Composition 1	Literature 1	Literature 2
Manual Training	Farm Arithmetic	Mechanical Drawing
Zoology 1	Zoology 2	Botany 1

**SECOND YEAR**

Farm Crops	Soil Physics	Crop Production
Composition 2	Literature 3	Literature 4
General Mathematics	General Mathematics	General Mathematics
Physical Science 1	Physical Science 2	Physiology

**THIRD YEAR**

Cement Construction	Farm Bookkeeping	Farm Machinery
Literature 5	Composition 3	Literature 6
Chemistry	Chemistry	Chemistry
United States History	United States History	Civics

**FOURTH YEAR**

Soil Fertility	Farm Management	Animal and Plant
Literature 7	Literature 8	Improvement
Physics	Physics	Literature 9
Commercial Geography	Industrial History	Physics
		Economics

The Agricultural Science in the foregoing program is in strict accordance with the program for agricultural high schools recommended by the Illinois Educational Commission.

It is expected that the strictly agricultural work shall occupy about one-fourth of the time of the student, and that it shall be taught from a vocational standpoint to prospective or probable farmers.

Practically the entire range of farm affairs is covered by this course, and it is believed that a good basis will be established for intelligent reading by the young farmer. The Normal University farm is not used for experiment to discover new agricultural truth, but for demonstration of good farming methods, of the effects of good fertilizers and rotations, of proper selection and treatment of seed, of modes of cultivation, of the proper care of live stock, and other details of farm practice. With the facilities and equipment at the command of the State Normal University, it is believed that the proper material, curriculum, and method of an agricultural high school can be worked out.

The other studies in the agricultural program are chosen with regard to their value to the farmer-citizen. They comprise natural science, government, and such studies in English as will lead to fair skill in the use of the mother tongue and to an appreciation of the best literature.

# FIRST SUMMER TERM 1921

8:00—8:45	8:50—9:35	10:20—11:10	11:15—12:00	1:10—2:25	2:30—3:15	3:20—4:10	4:15—5:00
Teach. and Sch. Elements of Psy. Prin. of Educ. Co. Sch. Teaching Arith. Method A Element. Algebra Plane Geometry Accounting Adv. Shorthand Physics 31 Gen. Chemistry 32 Physics 42 Adv. Chemistry 32 Zoology 31 Plant Physiol. Agric. Nat. Study Physical Geog. Home Geography Climatology Recent U. S. Hist. Medieval History Sociology Literature Method Grammar 21 Intermed. Lang. Sci. of Disc. Primary Reading Reading 21 Writing Latin Method Adv. Music Begin. Benchwork Prim. Handwork Blackbd. Drawing Color 35 Design 31 Needlework A El. Dressmaking Pract. Cookery Playground Folk Dancing Pract. Teaching Pract. Teaching	Teaching Process General Method H. S. Problems Co. Sch. Teaching Arith. Method B Mensuration Begin. Algebra Adv. Typing Physics 31 Physics 32 Gen. Chemistry Qualit. Analysis Adv. Chemistry 32 Physiology 31 Plant Physiol. Agric. Nat. Study Co. Sch. Geography Geog. Influences U. S. History 21 Ancient History Civics 21 Amer. Indust. Hist. American Poetry Grammar 12 Grammar 31 Intermed. Reading Reading 31 Phonics Begin. French H. S. Science Begin. Benchwork Blackbd. Drawing Color Practis Design 31 Needlework A El. Dressmaking Pract. Cookery Dom. Sci. Organ. Esthetic Danc. 1st Primary 2nd Primary 3rd & 4th Grades Pract. Teaching	Teach. and School Manage. Educat. Measures Co. Sch. Teaching Arith. Method D Mensuration Bookkeeping Begin. Shorthand Physics 33 Physics 33 Element. Chemis. Qualit. Analysis Botany 31 Biology Method Adv. Nat. Study Geog. East Cont. Comm. Geography Adv. U. S. History Mod. Eur. Hist. Civics 11 English Poetry Grammar 2 Intermed. Lang. Elem. Rhetoric Adv. Read. Meth. Phonics Caesar Method Convers. French Music Method Prim. Handwork Bookbinding El. Drawing Applied Design Garment Making Millinery Pract. Cookery Adv. Cookery Gymnastics 1st Primary 2nd Primary 3rd & 4th Grades Pract. Teaching	Teaching Process General Method H. S. Problems Co. Sch. Teaching Arith. Method A Mensuration Element. Algebra Plane Geometry Auditing Adv. Shorthand Physics 32 Physics 31 General Chemist. Adv. Chemist. 32 Zoology 31 Plant Physiology Animal Breeding Phys. Geography Climatology Recent U. S. Hist. Medieval History Sociology Literature Method Grammar 21 Grammar 22 Sci. of Disc. Primary Reading Story Telling Phonics Writing Latin Method Primary Music Adv. Benchwork Elem. Woodwork Prim. Handwork Element. Drawing Home Planning Needlework B El. Dressmaking Picture Study Health Methods Scouting Conference Conference Pract. Teaching	Teach. and School Manage. Educat. Measures Co. Sch. Teaching Arith. Method B Mensuration Begin. Algebra Bus. Organization Adv. Typing Physics 32 Physics 42 General Chemist. Adv. Chemist. 32 Zoology 31 Animal Breeding Agric. Nat. Study Co. Sch. Geography Geog. East Cont. U. S. History 21 Ancient History Civics 21 Amer. Indust. Hist. Amer. Poetry Grammar 12 Grammar 31 Primary Reading Reading 31 Phonics Begin. French H. S. Music Adv. Benchwork Elem. Woodwork Prim. Handwork Home Planning Needlework B El. Dressmaking Picture Study Health Methods Scouting Conference Conference Pract. Teaching	Teaching Process General Method H. S. Problems Co. Sch. Teaching Arith. Method B Mensuration Begin. Algebra Bus. Organization Adv. Typing Physics 32 Physics 42 General Chemist. Adv. Chemist. 32 Zoology 31 Animal Breeding Agric. Nat. Study Co. Sch. Geography Geog. East Cont. U. S. History 21 Ancient History Civics 21 Amer. Indust. Hist. Amer. Poetry Grammar 12 Grammar 31 Primary Reading Reading 31 Phonics Begin. French H. S. Music Adv. Benchwork Elem. Woodwork Prim. Handwork Home Planning Needlework B El. Dressmaking Picture Study Health Methods Scouting Conference Conference Pract. Teaching	Teach. and School Manage. Educat. Measures Co. Sch. Teaching Arith. Method D Mensuration Begin. Algebra Adv. Shorthand Physics 21 Gen. Science Element. Chemist. Qualit. Analysis Evolution 45 Botany 31 Biology Method Adv. Nat. Study Int. Geography N. A. Geography Geog. of Ill. U. S. History 22 Amer. History Economics 31 Shakspeare Grammar 12 Grammar 31 Primary Reading Public Speaking Story Telling Writing Begin. Spanish Sight Reading Mech. Drawing Prim. Handwork Art Metal Prin. of Drawing Garment Making Millinery Adv. Cookery 32 Folk Dancing Organ. Games 1st Primary 2nd Primary 3rd & 4th Grades Conference	Teach. Process Element. Psychol. General Method School Administra. Co. Sch. Manage. Arith. Method E Percentage Solid Geometry Begin. Typing Physics 21 Gen. Science Qualit. Analysis Evolution 45 Botany 31 Biology Method Adv. Nat. Study Int. Geography N. A. Geography Geog. of Ill. U. S. History 22 Amer. History Economics 31 Shakspeare Grammar 12 Grammar 31 Primary Reading Public Speaking Story Telling Writing Begin. Spanish Sight Reading Mech. Drawing Prim. Handwork Art Metal Prin. of Drawing Garment Making Millinery Adv. Cookery 32 Folk Dancing Organ. Games 1st Primary 2nd Primary 3rd & 4th Grades Conference

Substantially the same program will be offered in 1922

# SECOND SUMMER TERM 1921

8:00—8:45	8:50—9:35	10:20—11:10	11:15—12:00	1:40—2:25	2:30—3:15	3:20—4:10	4:15—5:00
Element. Psychol. Arith. Method Adv. Algebra Adv. Shorthand Physics 21 Physics 34 Chemistry 33	Teach. and School Hist. of Educ. Percentage Intermed. Algebra Adv. Typing Physics 21 Physics 34 Zoology 31 Physiology Cryptog. Botany Geog. of Europe Inter. History Civics 21 Hist. Eng. Lit. Reading 21 French Prin. of Design Dress Design Folk Dancing Primary Observ.	General Method Arith. Method Mensuration Element. Shorthand Physics 32 Chemistry 21 Verteb. Zoology Phaner. Botany Comm. Geography Human Geography Mod. Eur. History Social Problems Literary Types Adv. Reading Orthography Intermed. Lang. Color Practis Benchmark Adv. Dressmaking Primary Observ.	Teaching Process Percentage Element. Typing Metazology 42 Chemistry 21 Verteb. Zoology Dairying Inter. Geography Recent U. S. Hist. Browning Grammar 31 Reading Method Story Telling Spanish H. S. Music Benchmark Adv. Dressmaking Playground	Element. Psychol. Arith. Method Adv. Algebra Adv. Shorthand Physics 21 Physics 34 Chemistry 33 Zoology 31 Cryptog. Botany Geology 44 U. S. History 22 Economics Grammar 21 Set. of Disc. Prin. Reading Platform Reading Mechan. Drawing Prin. of Drawing	Teach. and School Hist. of Educ. Percentage Intermed. Algebra Physics 21 Adv. Typing Chemistry 33 Zoology 31 Physiology 31 Geog. of Europe Civics 21 Hist. Eng. Lit. Grammar 22 Phonics French Music 2 Mechan. Drawing Picture Study Primary Methods	General Method Arith. Method Mensuration Element. Shorthand Physics 32 Chemistry 21 Metazology 42 Phanerog. Botany Dairying Comm. Geography Mod. Eur. Hist. Social Problems Literary Types Adv. Reading Color Practis Esthetic Dancing Adv. Woodwork Adv. Dressmaking Primary Method	Teaching Process Mensuration Geometry Elem. Typing Physics 32 Verteb. Zoology Metazology Phan. Botany Dairying Recent U. S. Hist. Browning Grammar 31 Public Speaking Penmanship Spanish H. S. Music Adv. Woodwork Adv. Dressmaking Organiza. Games

Substantially the same program will be offered in 1922

# FALL TERM, SEPTEMBER 12, 1921

1st Hour	2nd Hour	3rd Hour	4th Hour	5th Hour	6th Hour	7th Hour	8th Hour
Educa. Psychol. Arithmetic 31 Algebra 14 Physics 31 Chemistry 41 Plant Pathology Zoology 31 Physiology 31 Geography 21 Political Science Co. Sch. Teach. History Method Latin 11 Livy 11 Spanish 21 English Poetry Sci. of Disc. Phonics Reading 31 Benchwork Perspectiv Art Metal Domestic Art 31 Domestic Science 31 Domestic Sci. 31 Animal Husbandry Accounting Typewriting Kindergarten Prac. Shorthand Primary Reading	Psychology 33 Physics 31 Chemistry 41 Plant Pathology Zoology 31 Physiology 31 Geography 21 Political Science Co. Sch. Teach. Latin Method Latin 11 French 41 Literature Method Civics 11 Speaking Voice Benchwork Perspectiv Drawing 1 Art Metal Domestic Art 31 Domestic Science 31 Domestic Sci. 31 Animal Husbandry Accounting Typewriting Kindergarten Prac. Shorthand Primary Reading	School Adminis. Psychology 33 Teacher and Sch. Geometry 21 Physics 41 Chemistry 31 Nature Study 32 Geography 32 English History Spanish 31 Grammar 31 Phonics Reading 11 Music 33 Mechan. Drawing Design Dress Design Domestic Art 31 Domestic Science 41 Farm Crops Kindergarten Obs. Gymnastics	General Method Teacher and Sch. Measurement Arithmetic 32 Algebra 22 Physics 41 Chemistry 31 Nature Study 31 Physiology 31 Physiology 31 Ancient History Sociology 43 Latin 11 French 34 Science of Disc. Literature 32 Writing Platform Reading Man. Train. Organ. Mechanical Draw. Color Dress Design Domestic Art 31 Domestic Science 41 Farm Crops Kindergarten Prac. Kindergarten Obs. Gymnastics	Psychology 33 Chemistry 31 Chemistry 43 Botany 32 Zoology 31 Geography 44 History 21 Cicero 21 Grammar 31 Literature 22 Ph. and Orthog. Debating 21 Benchwork Machine Drawing Primary Drawing Design Domestic Art 43 Salesmanship Kindergarten Prin. Gymnastics Organized Sports	H. S. Problems Chemistry 31 Arithmetic 32 Chemistry 33 Botany 32 Zoology 31 Nature Study 11 Physiology 31 Geography 34 History 41 Civics 21 Caesar 14 French 31 Literature Method Public Speaking Reading 31 Benchwork Machine Drawing Drawing 1 Primary Handwork Domestic Art 43 Domestic Science 44 Commercial Law Shorthand Gymnastics	General Method Chemistry 21 Teaching Process College Algebra Physics 33 General Zoology Geography 12 History 31 Economics 31 Vergil 24 French 24 Composition 11 Science of Disc. American Poetry Music 2 Color Domestic Science 31 Typewriting Child Study Gymnastics Correct. Gymnastics	Chemistry 21 History of Educat. Physics 33 General Zoology Nature Study 41 Athletics Spanish 41 Spelling Oratory Music 31 Domestic Science 31 Play Materials Gymnastics



# WINTER TERM, DECEMBER 5, 1921

1st Hour	2nd Hour	3rd Hour	4th Hour	5th Hour	6th Hour	7th Hour	8th Hour
<p>School Management Educat. Psychol. Physics 32 Algebra 15 Chemistry 42 Elementary Physics Plant Pathology Physiology 31 Geography 31 History 31 Village Schools Horace 42 Spanish 22 Grammar 31 Phonics Reading 31 Primary Music Benchwork Mechanical Draw. Domestic Art 32 H. S. Domestic Sci. Stock Feeding Accounting Typing Kindergarten Prac. Gymnastics</p>	<p>Physics 32 Arithmetic 31 Percentage B Chemistry 42 Rural Hygiene Plant Pathology Geography 34 Political Parties History 22 Lat. Eng. Etymology Latin 12 French 42 Science of Disc. Dramatic Reading Benchwork Mechanical Draw. Primary Handwork Domestic Art 32 H. S. Domestic Sci. Stock Feeding Accounting Typing Kindergarten Prac. Gymnastics</p>	<p>School Administration Psychology 33 Special English Geometry 22 Arithmetic 32 Physics 42 Chemistry 32 Anatomy Physiology 31 History Method Economics 31 Vergil Spanish 32 Grammar 31 Rhetoric 23 Public Speaking Music 34 Benchwork Home Planning Textiles Domestic Science 42 Soil Physics Bookkeeping Kindergarten Prac. Gymnastics</p>	<p>School Management General Method Physics 42 Chemistry 21 Physiology 21 Geography 31 Medieval History Economics 42 Latin 12 French 35 Grammar 11 Adv. Exposition Literature Method Public Speaking Reading Method Benchwork Art Appreciation Primary Drawing Home Planning Domestic Science 42 Soil Physics Kindergarten Prac. Anthropometry Gymnastics 2</p>	<p>Psychology 33 Chemistry 32 Teaching Process Physical Science Chemistry 44 Biology Method Zoology 32 Physiology 41 Climatology Community Prob. Cicero Spanish 25 Literature 21 Science of Disc. Platform Reading Furniture Light and Shade Pottery Adv. Dressmaking Domestic Science 21 Business Organiza. Child Study Gymnastics 1</p>	<p>School Management Chemistry 32 Geometry 31 Chemistry 44 Zoology 32 Physiology 35 History 42 Curriculum Caesar French 32 Shakespeare 23 Orthography Public Speaking Furniture Drawing 1 Pottery Adv. Dressmaking Domestic Science 21 Commercial Law Shorthand Plays and Games Phys. Educ. Method Gymnastics 2 Intermed. Language</p>	<p>General Method Chemistry 21 Teaching Process Trigonometry Physics 34 General Zoology Physiology 31 Geography 37 Economics 11 French 25 English Drama Spelling Reading 21 Music 2 Cast Drawing Primary Handwork Domestic Science 32 Agriculture 21 Typing Story Telling Gymnastics 2</p>	<p>Chemistry 21 History of Educat. Physics 34 Nature Study 42 General Zoology Gymnastics Spanish 42 Writing Music 31 Cast Drawing 32 Domestic Science 21 Agriculture 21</p>

# SPRING TERM, MARCH 20, 1921

1st Hour	2nd Hour	3rd Hour	4th Hour	5th Hour	6th Hour	7th Hour	8th Hour
Ethics 31 Algebra 31 Physics 22 Bacteriology 32 History 32 Co. Sch. Composition 23 Latin Compositio 3 Grammar 12 Science of Disc. 31 Hist. Amer. Lit. 31 Public Speaking 31 Primary Music 31 Benchwork 31 Jewelry 31 Bookbinding 31 Domestic Science 33 Horticulture 33 Accounting 33 Shorthand 33 Kinestiology 3 Physical Train. 3 Playground 3	School Management 33 Psychology 33 Physics 22 Bacteriology 31 Nature Study 31 Municipal Problems 31 Caes. Cte. Method 43 French 43 Grammar 31 Orthography 31 Literature Method 31 Adv. Public Speak. 31 Benchwork 31 Hist. of Man. Train. 31 Drawing 1 Bookbinding 31 Domestic Art 33 Domestic Science 33 Horticulture 33 Accounting 33 Office Training 33 Kindergarten 3 Phys. Training 3	School Administra. 33 H. S. Problems 33 Geometry 32 Physics 43 Chemistry 33 Botany 31 Nature Study 12 Geography 35 Co. Sch. Manage. 33 Spanish 33 Science of Disc. 35 Music 35 Furniture 33 Mechan. Drawing 33 Blackbd. Drawing 33 Primary Handwork 33 Domestic Art 21 Domestic Art 21 Dietetics 33 Farm Management 33 Kindergarten 33 Physical Training 3	Principles of Educ. 33 General Method 31 Arithmetic 31 Physics 43 Chemistry 33 Botany 31 Modern History 31 Industrial History 31 Latin 13 French 36 History Eng. Lang. 36 Reading Method 36 Furniture 36 Mechan. Drawing 36 Art Organization 36 Commercial Design 36 Domestic Art 33 Domestic Art 21 Dietetics 33 Farm Management 33 Kindergarten 33 Physical Training 3	Principles of Educ. 33 Teaching Process 31 Physics 45 Chemistry 45 Botany 31 Sanitation 31 Biology 33 Conservation 33 Geography 21 Civics 21 Ovid 26 Spanish 26 Lathe 26 Architect. Drawing 26 Color 26 Millinery 26 Banking 26 Physical Training 2	Psychology 33 Chemistry 31 Chemistry 45 Botany 31 Physiology 31 Nature Study 32 Geography 37 History 43 Community Prob. 43 Sociology 43 Caesar 16 Literature 21 Special English 21 College Shakspeare 21 Lathe 21 Architect. Drawing 21 Millinery 21 Domitory Manage. 21 Shorthand 21 Primary Handwork 21 Physical Training 3	History of Educ. 33 General Method 31 Mechanics 31 Arithmetic 32 Algebra 16 Chemistry 21 General Zoology 31 Nature Study 31 Primary Geography 31 English History 31 Economics 31 Co. Sch. Literature 31 The Novel 31 Reading 21 Music 21 Painting 21 Color Practis 33 Domestic Science 33 Gardening 33 Typewriting 33 Kindergarten Tech. 33 Growth and Devel. 33 Primary Reading 33	Mechanics 33 History of Educ. 33 Astronomy 33 Chemistry 21 General Zoology 43 Nature Study 43 Primary Geography 43 Athletics 43 Spanish 43 Writing 43 Music 31 Painting 31 Color Practis 33 Domestic Science 33 Gardening 33 Kind. (Special) 33

# MID-SPRING, MAY 1-JUNE 9, 1921

1st Hour	2nd Hour	3rd Hour	4th Hour	5th Hour	6th Hour	7th Hour	8th Hour
Psychology 33 Civics 21 Chemistry 31 Zoology 31 Geography 21 Phonics 21	Arithmetic 31 Algebra 21 Zoology 31 History 31 Primary Music 31	Teaching Process 33 Mensuration 33 Geometry 31 Geography 35 Reading 21 Grammar 31	Drawing 1 Bookkeeping 31 Physics 31 Botany 31 Geography 31 Reading Method 31 Geometry 31	Psychology 33 Civics 21 Chemistry 31 Geography 21 Orthography 21	Arithmetic 31 Algebra 21 Chemistry 31 Zoology 31 History 31 Interned. Language 31 Primary Handwork 31	Teaching Process 33 Percentage 33 Physics 31 Botany 31 Geography 35 Reading 21 Grammar 31 Primary Reading 31	Physics 33 Writing 33 Story Telling 33 Geometry 31



## EDUCATION

**Course 31. The Teacher and the School.** A comprehensive introductory course in elementary education for beginners and those who look forward to the responsibilities of principal, supervisor, or superintendent. It includes a study of the personal, professional, and legal qualifications of the ideal teacher; the place of the common school in the life of the people; school organization, including the relation of school and teacher to the community; school management, government, and the classification and progress of pupils; how the school should educate for citizenship (socio-moral education); the teaching process, making clear types of lessons as determined by purpose and aim of the teacher; observation studies in the Training School and preparation of typical lessons to give concreteness to classroom work; how a teacher may test the efficiency of her own work; teaching pupils how to study; relation of teacher and school to the physical welfare of the pupils. Text: Colgrove's *Teacher and the School*, and Strayer and Engelhardt's *Classroom Teacher*. All terms.

**Course 32. The Teaching Process.** Also a course in elementary education, but more intensive than Course 31. It gives more time to the teaching process and classroom problems, and is intended for the more mature students and teachers of some experience. Text: Strayer's *Teaching Process*. More library reference study is done than in Course 31. All terms.

**Course 33. Elementary Psychology.** The aim is to give an acquaintance with, and to some extent an ability to use, the principles of psychology of most value in teaching. Topics: Periods of mental development in children: their characteristics and causes. Individual differences in relation to types of children. Instincts and the formation of habits. Theories of interest. Selected types of learning: their analysis and rules for economical use. The significance of feeling in education. Mental fatigue and hygiene. Defects of the senses: their detection and treatment. Text: Freeman's *How Children Learn*. All terms.

**Course 34. General Method.** The aim of this course is to derive pedagogical principles from an examination of educational aims, materials and psychological principles; to consider the relative merit of the best teaching methods employed by skilled teachers and to develop a fair understanding of the best known objective standards now being used to diagnose specific abilities or determine the relative scholarship of children. Texts: Turner's *Essentials of Good Teaching*, McMurtry's *Method of the Recitation*, Rowe's *Habit Formation*.

**Course 35. Principles of Education.** A study of fundamental principles underlying educational activities. Leading topics: educational aims, sources of human conduct, modifiability of conduct through educational agencies, educational value of the studies and of other school agencies. Prerequisites: 33, 34. Texts: Ruediger's *Principles of Education*, Schroeder's *Psychology of Conduct*. Spring term, first summer term.

**Course 36. School Management.** A study of school organization, supervision, and class-room management. Consideration of school hygiene, personality of the teacher, the teacher's relations, and other factors that condition success in class management. Prerequisites: 33, 34. Texts: Tompkins's *Philosophy of School Management*, Dresslar's *School Hygiene*. All terms.

**Course 37. History of Education.** An elementary course covering the period from the Renaissance to the present. A brief study of the main European and American influences which have given rise to modern educational theory and practice. Text: Monroe's *Briefer Course*. Spring term, first summer term.

**Course 38. High-school Problems.** A junior college course to be taken in place of Education 32 by students who are preparing to teach in superior high schools. The purpose is to present the responsibilities and privileges of the high-school teacher in terms of the enlarging conception of the modern high school. The course is definitely related to actual school conditions, particularly in the University High School. Prerequisite: Psychology 33. Texts: Colvin's *Introduction to High-School Teaching*; King's *The High-School Age*. Collateral reading, individual and group reports, observation. Fall and spring terms.

**Course 40. Educational Psychology, First Half.** For high school teachers, principals, and superintendents. A study of individual differences, and their causes, the inheritance of mental traits, theories of interest, types of learning, formal discipline, mental fatigue and hygiene. Prerequisite: Course 33. Texts: Thorndike, *Educational Psychology*, Briefer Course, and Parker, *Methods of Teaching in High Schools*. Fall term, and first summer term of the even-numbered years.

**Course 41. Educational Psychology, Second Half.** Mental tests. A study of methods of testing intelligence, individually and in groups, in elementary and secondary schools; of plans for using the results in grading pupils, and for differentiating class instruction according to intelligence. Courses of study for mental defectives in the public schools. In the winter term educational tests also are included. Practice in using tests in the training school. Prerequisite: Course 33. Texts: Terman's *The Measurement of Intelligence*, Anderson's *The Education of Mental Defectives in the Public Schools*, Materials for Using the Stanford Scale, and in the winter term, Monroe, DeVoss, and Kelly's *Educational Tests and Measurements*. Winter term, and first summer term of odd-numbered years.

**Course 42. The Evolution of Morality.** A study of the nature, conditions, determining factors, and historical types of moral development, emphasizing the emergence of the moral ideal in our modern socio-economic order of the nineteenth and twentieth centuries. It also examines the typical ethical ideals that have been formulated in man's endeavor to think and express clearly what is good and right, such as the "hedonistic", the "utilitarian", the "idealistic", conceptions. Prerequisite: Good courses in history, social sciences, and literature. Text: Dewey and Tufts' *Ethics*. Myers' *History as Past Ethics* is used much as a reference book. Spring term of even-numbered years to alternate with Course 43.

**Course 43. Social Ethics.** A study of ideals of the twentieth century; the typical conditions and most pressing ethico-moral problems arising out of the various human relations in the present social order; some of the particular topics are the ethics of particular leading vocations, of capitalism, laborism, etc. Prerequisite: see Course 42. Text: Coffin's *Socialized Conscience*. Current discussions and literature on ethico-moral problems are drawn upon extensively. Spring term of odd-numbered years to alternate with Course 42.

**Course 45. Education in Modern Europe and the Orient.** A study of ideals of the twentieth century; the typical conditions and most pressing ethico-moral problems arising out of the various human relations in the present social order; some of the various human relations in the present social order; some of the particular topics are the ethics of particular leading vocations, of capitalism, laborism, etc. Prerequisite: see Course 42. Text: Coffin's *Socialized Conscience*. Current discussions and literature on ethico-moral problems are drawn upon extensively. Spring term of odd-numbered years to alternate with Course 42.

**Course 44. Ancient and Medieval Education.** A study of education among the ancient and medieval peoples, with special reference to the relation of education to the life of a people; constant comparison of historical situations with present-day social and educational conditions. Prerequisite: good courses in history, social science and literature. Text: volumes I. and II. of Graves's *History of Education*. Fall term.

**Course 45. Education in modern Europe and the Orient.** A study of the development and present status of education in leading European states, Japan, and China. Adequate attention is given to educational theory and practice since the Renaissance, but due emphasis is placed upon the import of education as a social and political factor in modern civilization; comparison with conditions and problems in the United States. Prerequisite: courses in modern history. Text: volumes II. and III. of Graves' *History of Education*. Cloyd's *Modern Education in Europe and the Orient* is much used as a reference book. Winter term.

**Course 46. Education in the United States.** A genetic study of American education in its relation to national life and character; emergence of the institution of free public education for all the people; aims, subject-matter, methods, schools and organized systems, teachers; present tendencies. Prerequisite: good courses in history, literature, and social sciences. Text: Cubberley's *Public Education in the United States*. Spring term. Second summer term.

**Course 47. School Administration.** The national government, the state and local units of administration of public education; finance, organization, supervision; general, supplementary, and special education. Text: Dutton and Snedden's *Administration of Public Education in the United States*. Fall term, and first summer term of 1923.

**Course 48. School Administration.** The application of scientific methods in determining the efficiency of a school system; the interpretation of school statistics; school records, reports, surveys. Texts: Strayer and Thorndike's *Educational Administration*, McMurtry's *Elementary School Standards*. Winter term and first summer term 1921.

**Course 49. High School Administration.** Curriculum, equipment, class organization, technique of management and supervision, relation to elementary and higher education, social activities. Text: Johnston's *Modern High School*. Spring term, and first summer term, 1922.

## MATHEMATICS

### ARITHMETIC

**Course 21. Methods in Arithmetic.** This course covers the arithmetic of the first six years and is a study of both the matter and the methods commonly used in these grades. Interpreted broadly it is defined as Primary Arithmetic, and means the thoro mastery and knowledge of the fundamental processes as applied to integers and fractions, both common and decimal, together with a study of some related material. Points of view, analyses, methods, tests, and plans for handling teaching difficulties are discussed. The order of development follows the State Course of Study in Arithmetic. This course is required for all students in Curriculum N and is given every spring term. Prerequisites: Courses 22 and 23. Text: Cook and Cropsey's Advanced Arithmetic, and the State Course of Study.

**Course 22. Mensuration.** This course covers the topics of the eighth year's work in arithmetic in the Illinois State Course of Study. In this course the student arrives experimentally at the modes for measuring areas and volumes, and uses the results in the solution of problems. In addition, many other simple truths of geometry are discovered by construction or measurement. Text: Felmley's Arithmetic for the Eighth Year. All terms.

**Course 23. Percentage.** This course covers the topics of the seventh year's work in arithmetic in the State Course of Study. As a basis for the work the three type problems of percentage are studied. Then follows a consideration of the applications of percentage and special emphasis upon their economic aspects and the usages of the commercial world. Text: Moore and Miner's Practical Business Arithmetic. All terms.

**Course 31. Methods in Arithmetic.** This course covers the same ground as Course 21, but is more comprehensive and a bit more advanced. It is planned for high-school graduates and for teachers of experience. Required of all students in Curriculums B, C, and L. Fall and winter terms. Prerequisites: Courses 22 and 23. Texts: Cook and Cropsey's Advanced Arithmetic, The State Course of Study.

**Course 32. Mensuration and Percentage.** A course for high-school graduates, and for teachers of experience. It is the equivalent of Courses 22 and 23. Texts: For Mensuration, Felmley's Arithmetic for the Eighth Year; for Percentage, Moore and Miner's Practical Business Arithmetic. All terms.



## ALGEBRA

**Courses 14, 15, 16.** These courses are intended for students who have not studied algebra. They are the equivalent of Courses 21 and 22. Course 14. Fall and First Summer terms. Taylor's Elements of Algebra, Chapters I-X. Course 15. Winter and Second Summer terms, Chapters XI-XVIII. Course 16. Spring. The conclusion of Advanced Algebra.

**Course 21. Elementary Algebra.** This course covers the first half of the work in Algebra and extends through linear equations. Special attention is given to the notation of algebra and to the fundamental theorems of algebraic processes. Stress is laid on the teaching of the subject. For students who have studied algebra a few months. Fall, spring, and first summer terms. Taylor's Elements of Algebra. Chapters I-XV.

**Course 22. Advanced Algebra.** A continuation of Course 21. The course includes a study of indices and logarithms. The topics taught in our best high schools are treated. Taylor's Elements of Algebra. Fall and both summer terms.

**Course 31. Algebra Review.** This course covers all the important and difficult topics in the subject. Special emphasis is placed upon correct expression, exact definitions, the proof of principles, and the mastery of the reasons involved in the steps of the solution of a problem. The text is supplemented by full discussion of methods used in the current teaching of algebra. Prerequisite: a strong high-school course in algebra equal to the requirement of the best colleges. Text: Taylor's Elements of Algebra. Spring term.

**Course 41. College Algebra.** This is the regular freshman college algebra and includes first, reviews and proofs of some of the fundamental notions and principles of elementary algebra, second, the solution of more difficult problems in some of the topics using largely literal equations and expressions, and third, the regular topics of the course, the theory of equations, logarithms, partial fractions, permutations and combinations, probabilities, determinants, and limits. Prerequisites: Courses 21 and 22 or their equivalent. Text: Reitz and Crathorne's College Algebra. Fall term.

## GEOMETRY

**Course 21. Plane Geometry.** This course covers the work of the first 125 pages of the text. Attention is paid to the nature and forms of proof, to the applications, and to the solution of originals. Prerequisite: Algebra 21. Text: Wentworth-Smith's Plane and Solid Geometry. Fall and first summer terms.

**Course 22. Plane Geometry.** This course covers the remainder of the subject in which the fundamental notions of similarity, equivalency, and regularity of figures are studied. Prerequisites: Algebra 21 and 22. Geometry 21. Text: Wentworth-Smith.

**Course 31. Plane Geometry Review.** This course covers all the ground described in Course 21 and 22. It is designed for those who wish to review the plane geometry and at the same time study the method of teaching it. Only those who have had a strong course in the subject in high school should take this course. Prerequisites: Courses 21 and 22, or their equivalent, and at least a year's work in algebra. Text: Wentworth-Smith's Plane and Solid Geometry. Winter term.

**Course 32. Solid Geometry.** This is a thorough study of the geometry of space, the plane, the prism, the pyramid, and the three round bodies. Many theoretical and industrial problems are solved to apply the principles. Prerequisites: Algebra 21 and 22 or their equivalent, Courses 21 and 22 in Plane Geometry or their equivalent. Text: Wentworth-Smith. Winter, spring and first summer terms.

**Course 33. Algebra and Geometry Method.** A course designed for prospective teachers of high-school mathematics. Texts: Smith's Teaching of Geometry and Young's Teaching of Mathematics. Spring and first summer terms.

**Course 41. Trigonometry.** This is also the regular college course in plane and spherical trigonometry. The aim is to master the fundamental principles of the subject and its more important applications. The solutions of trigonometric identities and equations, or the analytic features, receive attention as well as the solving of triangles. Prerequisites: Courses 21 and 22 in Algebra or their equivalent, Courses 21 and 22 in Geometry or their equivalent. Text: Taylor's Plane and Spherical Trigonometry. Separate volume of tables, Taylor. Winter term.

**Course 42. Analytical Geometry.** This is the regular college course in analytics with an introduction to solid analytics. The conics are treated from their ratio definition and analytic methods are used throughout the course. The topics are those usually taken in a first course in the subject, viz., the straight line, the circle, the parabola, the ellipse, hyperbola, etc. There are a good number of illustrative problems to be solved by the pupils. Prerequisites: College Algebra and Trigonometry. Text: Ashton's Plane and Solid Analytics. Spring term.

**Elementary Astronomy.** This course is intended for those who are interested in the universe about us and who like to have reasons given for the things they are asked to accept. The aim is to present the subject so that a student will get some knowledge of what has been accomplished in Astronomy, something of the spirit which inspires the work, and something of the present state of the science. Use is made of the methods of the laboratory in securing, first hand, knowledge of common phenomena, and in cultivating a love for the skies above us. The course is an excellent basis for mathematical geography and meteorology. It is an elective and is planned for Juniors and Seniors in the Normal School, and for college students of corresponding grade. Text: An introduction to Astronomy, Moulton. Spring term.



## PHYSICAL SCIENCE

### PHYSICS

#### INTRODUCTORY STATEMENT

The courses in physics are intended to meet the needs of three classes of students:

1. Grade teachers. The elements of physical science bearing directly upon the life, comfort and convenience of the individual receive concrete treatment. Method, also, receives some attention. Students completing such courses are prepared to direct children's attitude toward their physical environment.

2. Students conditioned in entering physics. A two-term course, equivalent to one year of high-school physics, is designed for students who are obliged to make up one unit of high-school physics required in the two-year programs A to J.

3. For high-school teachers. General and specific advanced courses are offered, which amply prepare students for teaching physics and general science in high schools.

**Course 11. Elements of Physical Science.** Purpose: 1. To lead the student to form the habit of observing and studying science as it is applied to every-day life. 2. To furnish him with equipment for teaching physical science in the graded or ungraded school. 3. To equip him with physical and chemical principles needed in the study of geography and the biological sciences. The course covers in a simple way but with much experimental work the following topics: production and use of heat; the weather; ventilation; water supply and sewage disposal; soil physics; home sanitation.

The experimental work deals with evaporation and condensation, air weight, air pressure, temperature measurements, combustion and oxidation, wood, coal and petroleum, and many other experiments of similar character. Weather observations are made throughout the course. The course is determined chiefly by the character of the phenomena which daily confronts the student. Text: First Course in General Science, Barber and others (5 hours per week.) Winter term.

**Courses 21 and 22. Elementary General Physics.** A two-term course offered especially to students who are obliged to make up the one unit of high-school physics required to enter upon any of the two-year programs A to J.

Application of physics principles to daily life in the home and school are given special attention. The laboratory work is not made an end in itself, but as a means of securing clear conceptions of the principles and applications.

Course 21 covers the mechanics of solids, liquids, and gases and heat.

Course 22 covers magnetism, electricity, sound, light, and radio-activity.

Special attention is given to water supply, sewage disposal, heating, ventilating and lighting of residence and schoolrooms.

Prerequisites: Fair working knowledge of algebra, geometry, and Course 11 or its equivalent. They give only minor credits in programs A to K.

Texts: Physics of the Household, Lynde, and other high-school texts as references, and Laboratory Exercises, Fuller and Brownlee. Seven hours per week. Course 21 fall term, mid-spring term, and first summer term. Course 22 spring term and both summer terms.

**Courses 31 and 32. Household Physics.** Courses similar to Courses 21 and 22, but intended for more mature students, especially in Home Economics. They meet the needs of teachers of Home Economics in Smith-Hughes high schools.

Prerequisites: Working knowledge of algebra and geometry and some previous study of physics. These courses give major credits in programs A to K.

Texts: Same as for Courses 21 and 22 (7 hours per week.) Fall, winter and first summer term.

**Courses 33 and 34. Advanced General Physics.** A two-term course intended especially for mature students preparing to teach in high schools. The more difficult problems of high-school physics are given special attention. Methods of high-school physics instruction and the technique of laboratory management receive due attention.

Course 33 covers mechanics of solids, liquids and gases, molecular physics and heat.

Course 34 covers magnetism, static and current electricity, sound, light and radio-activity.

Prerequisites: A working knowledge of algebra, including logarithms, geometry and some previous study of high-school physics.

Texts: Practical Physics. Black and Davis, and Laboratory Exercises. Fuller and Brownlee (7 hours per week.) Course 33, fall term and first summer term. Course 34, winter term and both summer terms.

**Course 35. Method in Physical Science for Elementary Schools.** This course is offered students in Curriculums A and B. It also meets the entrance requirement of students who have had no chemistry.

Prerequisite: High-school physics. For students offering chemistry for entrance it is a major credit.

Text: First course in General Science, Barber and others. Winter term.

**Course 36. Applied Mechanics.** Especially intended for students in program K, Junior College. The course includes practical use of trigonometric tables.

Prerequisite: Physics 33 and 34 or equivalent. Major credit.

Text: Elementary Practical Mechanics, Jameson (7 hours per week.) Spring term.

**Course 37. Sound, the Physical Basis of Music.** This six-week course is required of students in program D in their Junior year.

Prerequisite: High-school physics.

Text: Sound and its Relation to Music, Hamilton, and several reference texts (7 hours per week.) Winter term, the second six weeks. (See Course 42.)

**Course 41. Magnetism and Electricity.** This is a practical course in magnetism and electricity for high-school teachers.

Prerequisites: Physics 33 and 34, and ability to use logarithms and trigonometric tables. A major in the senior college.

Text: Elements of Electricity, Timble. (7 hours per week.) Fall term.

**Course 42. Light and Sound.** The first six weeks are devoted to light; the second six weeks to sound.

Prerequisites: Same as Course 41.

Texts: Essentials of Physics, Hering; Sound and its Relation to Music, Hamilton; and other reference texts. (7 hours per week.) Winter term. (See Course 37.)

**Course 43. Heat.** A practical course in heat for high-school teachers. It includes proximate analysis of fuels and some of the practical problems of commercial heating.

Prerequisites: Same as for Course 41. A major in Senior College.

Text: Heat, Randall. (7 hours per week.) Spring term.

**Course 44. Laboratory Assistant.** This is a practical course in the methods of high-school physics and high-school chemistry. Arrangement should be made with the heads of departments of physics or chemistry. May be substituted for one term of teaching. One-half of the time is devoted to the work required of a laboratory assistant, the other half is devoted to the study of a text on method.

Prerequisites: Courses 33, 34, and 36 in physics and Courses 31, 32, and 33 in chemistry.

Text: Science Teaching, Twiss. (10 hours per week.) Any term.

**Course 45. General Science for High School Teachers.** A course offered to meet the growing demand for trained teachers in general science, a demand which far outruns the supply.

Prerequisite: A good working knowledge of the high-school sciences, especially physics, chemistry, and physiology.

Text: First Course in General Science, Barber, and other general science texts. (7 hours per week.) Spring term.

## CHEMISTRY

### SELECTION OF COURSES

Students who are conditioned in Chemistry on entrance should take Course 21 which is offered each term. Candidates for the diploma or degree in any of the Household Science programs should take Courses 31, 32, 33, 41, and 42. Candidates for the diploma in Agriculture should take Courses 31, 32, 33, 43, 44, and 45 or 31, 32, 33, 41, 42. Students preparing to teach Chemistry in the high schools should take all courses except 21.

**Course 21. Elementary Chemistry.** A course intended for students who are conditioned in Chemistry and who can spend but one term upon the subject. The course includes a study of fundamental chemical principles and applications, limited chiefly to the non-metals. This course cannot be substituted for Course 31. Text: Brownlee and Others' First Principles of Chemistry Laboratory Manual; Exercises by the same authors. All terms.

**Course 31. General Chemistry.** The first of a series of courses for students who are to take three terms of general Chemistry. The course includes a study of the elements oxygen, hydrogen, nitrogen, and their compounds. Fundamental laws of gases, of chemical combination, and of solution are studied. The relation of a liquid to its solid and gas phases is considered. The atomic and ionization theories are given due attention. Chemical equations and simple calculations, electrolysis and neutralization are studied.

Three recitations and two double laboratory periods per week. Students who have not had a course in high-school Chemistry are required to devote three more periods per week, largely of laboratory work. Text: A Course in General Chemistry, McPherson and Henderson; Laboratory Manual. Fall, spring and first summer terms.

**Course 32. General Chemistry.** A continuation of Course 31. This course includes a study of the elements sulfur, fluorine, chlorine, bromine, iodine, carbon, silicon, boron, phosphorus and their common compounds. Valence, chemical equilibrium, the periodic law, molecular and atomic weights and thermo-chemistry are also studied. Elementary organic chemistry and a study of fuels is included. Text and Laboratory Manual same as for Course 31. Prerequisite: Chemistry 31. Winter and first summer terms.

**Course 33. General Chemistry.** A continuation of Course 32 including a study of the metals, simple metallurgical processes, alkali production, water softening and the silicate industries. Elementary qualitative analysis is studied. Text and Laboratory Manual: same as for Courses 31 and 32. Prerequisite: Chemistry 32. Spring and second summer terms.

**Course 41. Organic Chemistry.** A study of the compounds of carbon including the alifatic hydro-carbons, alcohols, acids, ethers, anhydrides, esters, fats, aldehydes, ketones, amins, amids, halogen derivativs, mixt compounds, the common kinds of isomerism and the theory of the asymmetric carbon atom. Extensiv use of structural formulas as a means of expressing chemical properties is made. Particular attention is paid to the organic compounds of the household and farm. Text: Organic Chemistry, Norris. Laboratory Manual: Experimental Organic Chemistry, Norris. Prerequisites: Courses 31, 32, 33 or their equivalents. Fall term.

**Course 42. Organic Chemistry.** A continuation of the study of the alifatic compounds and elementary study of the carbacyclic compounds including carbohydrates, proteins, simple digestion experiments, aromatic hydro-carbons, nitro-derivativs, sulfonic acids, amins, anilin, diazo-compounds, phenols, avids, and dyes. Text and Laboratory Manual: same as for Course 41. Prerequisite: Course 41. Winter term.

**Course 43. Qualitativ Analysis.** A continuation of the qualitativ analysis begun in Course 33, including extended study of the methods of anion and cation separation and identification based on the ionic theory and chemical equilibrium. Qualitativ analysis of insecticides, fertilizers, soils and waters, ordinary and mineral, is undertaken. The course is particularly valuable to students of agriculture and to those students intending to teach high-school chemistry. Text and Laboratory Manual: Qualitativ Analysis, Treadway-Hall. Prerequisites: Courses 31, 32, 33 or their equivalents. Fall and first summer terms.

**Course 44. Quantitativ Analysis.** The course includes such fundamental gravimetric operations as construction and use of the chemical balance, determination of chlorin, sulfur and fosforus. Analysis of rock fosfate and limestone ar undertaken. The course also includes such fundamental volumetric operations as the preparation of standard acids, bases, oxidizers, and iodin and the use of these in volumetric analysis. A study of chemical problems based on the above analytical operations is made. Text and Laboratory Manual: Elementary Quantitativ Analysis, Lincoln and Walton. Prerequisite: Course 43 or its equivalent. Winter term.

**Course 45. Quantitativ Analysis.** A continuation of Course 44 including the application of gravimetric and volumetric methods to the analyses of foods and feeding stuffs, fertilizers and soils. Chemical problems related to soil fertility and crop production ar considerd. Text and Laboratory Manual: same as for Course 44. Prerequisite: Course 44 or its equivalent. Spring term.

**Course 46. The Teaching of Chemistry.** A study of the fundamental problems of teaching high-school science with particular attention given to high-school chemistry. The course involvs laboratory management and teaching a class in chemical laboratory work in the University High School. This course may be substituted for a term of teaching. Text: Science Teaching, Twiss. Prerequisite: Courses 31, 32, 33, and 41 or 43 and Courses 33, 34 and 36 in Physics. Fall, winter, or spring terms.



## BIOLOGY

The courses in botany and in zoology are organized primarily to meet the needs of those preparing to teach in the high school. Courses 31 and 32, in both botany and zoology, serve as general introductory courses. In both subject matter and in method of presentation these courses are intended to serve as model high-school courses, but include additional material which makes them the equivalent of introductory courses as taught in collegiate institutions. Together with the above courses, Courses 33 and 34 are regarded as essential in the minimum preparation for teaching botany and zoology in high schools.

The advanced work included in the courses numbered 41 and above is intended to give those preparing to teach a more extensive and intensive knowledge of the subjects and to prepare them for advanced work in the biology departments of larger high schools.

### BOTANY

**Course 31. Phanerogamic Botany.** This course is designed to give a general knowledge of the morphology, physiology, classification and ecology of the seed plants. The work consists of experiments, field trips, lectures, text and library assignments. Texts: Ganong's Text Book in Botany for Colleges and Gray's New Manual of Botany. Spring and both summer terms. Prerequisite: None.

**Course 32. Cryptogamic Botany.** This course is designed to give a general knowledge of the seedless plants. A study is made of type forms, establishing an evolutionary sequence from the algae to the seed plants. Special emphasis is given to bacteria and fungi. Texts: Ganong's Text Book in Botany and Conn's Bacteria, Yeasts and Molds in the Home. Fall and second summer terms. Prerequisite: Botany 31 or its equivalent.

**Course 41. Plant Morphology.** A detailed study is made of representative types from each of the four great plant groups from an evolutionary standpoint. Text: Text Book of Botany, Coulter, Barnes, and Cowles, Vol. I. Fall term of 1922-23 and each alternate year thereafter, and the first summer term of 1923. Prerequisites: Botany 31 and 32 or equivalent.

**Course 42. Plant Physiology.** A detailed study of the various physiological processes of plants, such as the intake of material, respiration, nutrition, growth and response. The work consists of experiments, lectures, text and library assignments. Text: Text Book of Botany, Coulter, Barnes and Cowles, Vol. I. Winter term and first summer term 1921. Prerequisites: Botany 31 and second-year standing.



**Course 43. Plant Ecology.** A study of the influence of environmental factors on plant structures and on plant distribution. Text: Text Book of Botany, Coulter, Barnes and Cowles, Vol. I. Spring term 1923, each alternate year thereafter, and first summer term 1922. Prerequisites: Botany 41 and 42 or equivalent.

**Course 44. Plant Pathology.** A study of the more important plant diseases which are caused by bacteria and fungi. Text: None. Fall term and first half of winter term, 1921-22, and each alternate year thereafter, and second summer term of 1923. Prerequisites: Botany 31 and 32, or equivalent.

**Course 45. Bacteriology.** A general laboratory course in bacteriology. Text: Jordan's General Bacteriology. Last half of winter term 1921-22, and spring term 1922, each alternate year thereafter, and second summer term 1922. Prerequisites: Botany 31 and 32 or equivalent.

## ZOOLOGY

**Course 31. Invertebrate Zoology.** A general introductory course in Zoology dealing with the principles of structure, of function, of inter-relations and of development among invertebrate animals, including a discussion of the simple and best established theories concerned with this group of animals. Text: Pearse's General Zoology. Fall, first and second summer terms. Prerequisite: None.

**Course 32. Vertebrate Zoology.** A continuation of Course 31 into the group Chordata. Text: Pearse's General Zoology. Winter and second summer term. Prerequisite: Zoology 31 or its equivalent.

**Courses 41, 42, 43. General Zoology.** An intensive study of the morphology with application of biological principles to representatives from the various animal groups exclusive of the group Insecta. Text: Hegner's College Zoology. Fall, winter, and spring term 1921-22, and alternate years thereafter; Course 42 second summer term 1921; Course 43 second summer term 1922; Course 41 second summer term 1923. Prerequisites: Zoology 31 and 32, or equivalent.

**Course 44. General Entomology.** A general introductory course dealing with morphology, physiology, ecology and taxonomy of insects. Text: Folsom's Entomology. Fall term 1922 and alternate years thereafter; first summer term 1922. Prerequisite: Zoology 31 or equivalent.

**Course 45. Economic Entomology.** This course deals specifically with the insect pests which infest fields, gardens, and orchards and those which are responsible for the spread of human and animal diseases. The course involves a large amount of field work. Text: Sanderson's Insect Pests of Farm, Orchard, and Garden. Spring term 1921 and alternate years, and first summer term 1922. Prerequisite: Entomology 44 or equivalent.

## BIOLOGY

**Course 33. Taxonomic Biology.** This course is divided into two parts, Dendrology and Ornithology, each of which may be taken separately as a minor. Dendrology and Ornithology taken together constitute a major subject.

**Dendrology.** A study, from a taxonomic point of view, of the trees, shrubs and wild flowering plants of the local flora; of the decorative plants grown in the school garden and local nurseries. Text: Gray's New Manual of Botany. Given spring term, Monday, Wednesday and Thursday. Prerequisite: None.

**Ornithology.** An identification of the common birds of the vicinity including a study of food relations, seasonal distribution, economic importance and means for preservation of bird life. Text: Reed's Land and Song Birds. Spring term, three hours Saturday morning. Prerequisite: None.

**Course 34. Biology Method.** This course deals with the outcomes that should be aimed at in the teaching of biology in the high school; with the selection and organization of subject matter for high-school courses; with the methods of laboratory and classroom instruction; with the collection and preservation of laboratory and museum materials; and with the general current problems of science teaching in the high schools. Students should take this course the last year before leaving the institution to teach biology in the high school. Text: Ganong's Teaching Botanist. Winter term, and first summer term. Prerequisites: Botany 31 and 32, Zoology 31 and 32, and Physiology 31 or 41.

**Course 45. Evolution.** A study of the proofs of evolution with a discussion of the factors involved in the process and including a discussion of the facts of heredity and outgrowing problems. Texts: Evolution and Animal Life, Jordan and Kellogg, and Morgan's A Critique of the Theory of Evolution. Winter term 1922-1923 and alternate years; first summer term 1921. This course may be taken by students not majoring in biology for its general cultural values. Prerequisites: Zoology 31 and 32 or equivalent.

## PHYSIOLOGY

**Course 21. Physiology and Hygiene.** An elementary course for students who have not studied Zoology or Physics. Text: *Advanced Physiology and Hygiene*, Conn and Buddington. Winter term. Prerequisite: None.

**Course 31. The Human Body.** As much of the anatomy of the mammalian body and of the physiology of animals and plants as time permits is taught, as a basis for the understanding of the fundamental life processes. This knowledge gives a background for the intelligent study of hygiene, which is the aim of the course. Texts: Stiles's *Human Physiology* and Hough and Sedgwick's *Human Mechanism*. Fall, winter and spring term classes for women. A winter term class for men. Summer term classes include both men and women. Prerequisites: High School Zoology and Elementary Physics.

**Course 33. Rural Hygiene.** This course is designed for students in Curriculum M. It includes problems of hygiene and sanitation in rural communities; methods to employ in helping children to take on habits that make for good health, and a study of the anatomy, physiology, and hygiene of the human body. Texts: Ogden's *Rural Hygiene*, and Stiles's *Human Physiology*. Prerequisites: High School Zoology and Elementary Physics.

**Course 41. Nutritional Physiology.** A course in physiology and hygiene with special emphasis upon digestion and metabolism. It is required of all students graduating in domestic science and open to all having the prerequisites. Text: Stiles's *Nutritional Physiology*. Winter term. Prerequisites: Chemistry 31, 32, 33 and 41, and High School Zoology.

**Course 42. Sanitation and Public Hygiene.** A study of the application of modern knowledge in chemistry, bacteriology and physiology to public health problems. Recommended especially to students majoring in biology or in domestic science. Text: Sedgwick's *Principles of Sanitary Science and the Public Health*. Spring term. Prerequisites: Botany 32 and Physiology 31 or 41.

## NATURE STUDY

There is a growing demand for better trained teachers in nature study and elementary science. Many schools are adopting a partial departmental plan in order to secure teachers who are equipt to do the work. Students who wish to prepare for positions as special teachers or supervisors of nature study should, if possible, take the following courses: Nature Study 31, 41, 42 and 43; Botany 33, and Physics 35.

**Course 11. Agricultural Nature Study.** This course deals with common plants and animals found in the environment of country children. Its purpose is to help students form the acquaintance of nature-study material. Some attention is given to methods of teaching country children. Text: Mann's *Beginnings in Agriculture*. Fall term. Prerequisite: None.

**Course 12. Agricultural Nature Study.** This is a continuation of Course 11 in which the spring aspect of plant and animal life is considered. Text: Mann's Beginnings in Agriculture. Prerequisite: None.

**Course 31. Nature Study Material and Method.** This course is designed for students who expect to teach in the grades. Its aim is two-fold: (1) to enable students to form the acquaintance of nature-study material at first hand; (2) to demonstrate methods in teaching the material to children of the various grades. The course includes a study of wild and cultivated plants, birds, insects, life in water, stars and constellations. Attention is given to ways of correlating nature study with other school subjects. Texts: Practical Nature Study, Coulter and Patterson, and Patterson's Lessons in Nature Study. Prerequisites: High School Botany or High School Zoology.

**Course 32. Agricultural Nature Study.** A course for students in Curriculum M. It deals with material suggested in the State Course of Study; methods of manipulation and presentation, including experiments. The chief topics considered are garden, farm, and fruit crops, trees, insects, fungi and domestic animals. Text: Patterson's Studies in Science. Prerequisites: High School Botany or High School Zoology.

**Course 33. Agricultural Nature Study.** This is a continuation of Course 32. The spring aspect of plant and animal life is considered, also a study of soil, birds, and ways to relate the work of the school to home projects and boys' and girls' clubs. Text: Patterson's Studies in Science. Prerequisites: High School Botany or High School Zoology.

**Course 41. Nature Study Supervision.** This course is designed for students who are specializing in nature study or expect to supervise grade work. It deals with the underlying principles of nature study, methods of teaching, including observation of lessons in the Training School, and equipment necessary to conduct the work effectively. A large use is made of reference books. Text: None. Fall term. Prerequisites: High School Botany, High School Zoology, or Nature Study 31.

**Course 42. Nature Study Organization.** This follows Course 41, but may be taken without the fall course. It emphasizes the winter phases of nature study and the organization of material into courses for the various grades. Observation and participation of lessons in the Training School are continued. Text: None. Winter term. Prerequisites: High School Botany, High School Zoology, or Nature Study 31.

**Course 43. Home and School Gardens.** The course includes work in practical gardening, studies in landscaping home and school grounds, and methods of managing and directing children's gardens. Part of the time is given to actual supervision of children in their home gardens. Text: Bailey's Garden Manual. Spring term. Prerequisite: High School Botany.

## GEOGRAPHY

**Course 21. Elementary Physiography.** A study of the earth as a globe, the land, ocean, and atmosphere, and their relation to plant, animal, and human life. This course or its equivalent is prerequisite to all other courses in geography. Text: Salisbury's Modern Geography. All terms.

**Course 31. Human Geography.** A study of the geographic factors of world-wide importance which determine the distribution of people, their occupations and industries; a basis for the geographic interpretation of more limited regions in later courses. Texts: Herbertson's Man and His Work; Bartholomew's Economic Atlas. (6 weeks.) Winter and spring terms.

**Course 32. General Geography of the World.** This course covers essentially the same ground as Course 31, with a larger selection of typical regions and more extensive library reading; a desirable first course in geography for students in Curriculum K. Texts: Same as for Course 31 (12 weeks.) Fall term.

**Course 33. Primary Geography.** An examination of the course of study with especial attention to subject-matter and method for third, fourth, and fifth grades, including Home Geography, World as a Whole, and the first study of a continent. Texts: Dodge and Kirchwey's The Teaching of Geography in the Elementary Schools; Branom's The Teaching of Geography. Spring term.

**Course 34. Geography of North America.** A thorough study from the teacher's standpoint of the geography of North America using materials suitable for presentation to fifth and sixth grade pupils, including topics of the State Course of Study. Text: Tarr & McMurry's Second Book; Bartholomew's Economic Atlas. Extensive library work required. Fall, spring, and first summer terms.

**Course 35. Geography of South America.** This course develops a method of continental study as required in seventh and eighth years' work of the State Course of Study; the causal factor in geography made prominent. Texts: Bowman's South America; Bartholomew's Economic Atlas. Extensive library reading. Winter term.

**Course 36. Geography of the Eastern Continents.** A study of Asia, Africa, and Australia covering the eighth year's work of the State Course of Study; emphasis placed on the interpretation of geographic factors and their significance in the study of continents. Texts: Tarr & McMurry's Second Book; Bartholomew's Economic Atlas. Extensive library work required. Spring and summer terms 1923.

**Course 37. Commercial Geography.** A study of production and movement of the world's chief products; geographic interpretations of the distribution of population and localization of industries; a course of value to all teachers of geography in elementary school or high school. Texts: Smith's Industrial and Commercial Geography, Bartholomew's Economic Atlas. All terms.



**Course 11. Elementary Physical Geography.** A course similar to Course 21, with emphasis, from the standpoint of the teacher, on those topics of physical geography which are treated in the fourth-year geography of the State Course of Study. Text: Salisbury's *Modern Geography*. Spring term.

**Course 12. Geography Method for Country School.** A thorough analysis of the State Course of Study; materials and methods suitable for each grade; a survey of the field of geography from the standpoint of teachers who have several grades to teach during the year. Texts: Tarr & McMurry's *Second Book*; Herbertson's *Mankind and His Work*. Fall term and first summer term.

**Course 41. Geography of Europe.** A regional study of the continent; a study of the leading countries; an interpretation of the geographic aspects of the World War; the New Map of Europe, the geographic and national factors associated with the determination of new boundary lines in Europe and European possessions. Texts: Lyde's *The Continent of Europe*, Rand McNally's *Atlas of Reconstruction for Schools*. Fall term, 1922.

**Course 42. Method in Geography.** An examination of the basis for a course of study in geography; comparison of leading courses from various regions of the United States; the formulation of a course of study for the elementary schools; materials and methods for developing the course. Texts: McMurry's *Special Method in Geography*; Branom's *The Teaching of Geography*. Winter term, 1922-23.

**Course 43. Advanced Physiography.** A study of the earth as a globe, land, water, atmosphere, and their relation to plant and animal life from the standpoint of the high-school teacher; use of simple apparatus; interpretation of weather maps and topographic maps; local field lessons. Text: Salisbury's *Advanced Physiography*. Spring term, 1923.

**Course 44. General Geology.** A brief review of geologic processes usually treated in physiography; a study of historical geology with special reference to the geologic development of North America; interpretation of topographic and geologic maps; field trips to regions where bed rock is well exposed; special treatment of geology of Illinois. Text: Chamberlin and Salisbury's *Introductory Geology*. Fall term, 1921.

**Course 45. Climatology.** A study of the atmosphere with reference to general wind circulation; cyclonic storms as weather controls in temperate latitudes; interpretation of weather and climate of the world and their influence on plant and animal life and human activities; a visit to the U. S. Weather Bureau at Peoria or Springfield. Text: Milham's *Meteorology*. Winter term, 1921-22.

**Course 46. Conservation of Natural Resources.** A study of the natural resources of the United States and the world; production, use, and conservation of minerals and forests; conservation of soil fertility, reclamation of arid lands and swamp lands; present use and future possibilities of water power and inland water navigation. Text: Van Hise's *Conservation of Natural Resources in the United States*. Spring term, 1922.



## HISTORY

**Course 21. The Founding of the American Nation.** Text: Forman's Advanst History. Fall, spring, and first summer terms.

**Course 22. The Growth of the American State.** This course continues the work of Course 21, bringing the narrativ down to the present. Text: Forman's Advanst History. Winter and second summer terms.

**Course 23. Ancient History.** A course for non-high-school graduates. Text: The Ancient World, West. Fall and summer terms.

**Course 24. Medieval History.** This course is intended for the students who hav had ancient history. Text: History of Western Europe, Robinson. Winter and summer terms.

**Course 31. American History to the Civil War.** This course is intended for students who hav studied U. S. History in the high school or who hav taught the subject. Text: A short History of the United States, Bassett. Winter and first summer terms.

**Course 32. Recent American History.** An intensiv study of our development since the Civil War. Text: A Short History of the United States, Bassett. Spring and both summer terms.

**Course 33. History Method in Lower Grades.** This course is to give the student an understanding of the meaning of history and its purposes in the grades. Fall term.

**Course 34. History Method for High Schools.** The scope of history in the high school, its aims, methods of study and recitation. Winter term.

**Course 35. Modern European History.** This is a study of the expansion of Europe since the 16th century. Text: History of Western Europe, Robinson. Spring and summer terms.

**Course 36. English History.** This course develops the narrativ of English History from the beginning of the Tudor period to the present. Text: Short History of England, Cheney. Fall term.

**Course 41. American History.** This course is an intensiv study of the colonial and revolutionary priods of American History. It is intended for prospectiv high-school teachers of history, politics, and social science. Fall term 1921, and first summer term 1923.

**Course 42.** This is similar in method to Course 31 and covers the period from 1783 to the Civil War. Winter term 1921-22, and first summer term 1921.

**Course 43.** This is a study of Reconstruction, with the resulting southern problems; growth of municipalities; commercial expansion; rise of corporations, and other recent problems. Spring term 1922, and first summer term 1922.

**Course 44. European History to 1648.** This course, as well as Courses 45 and 46, are intended for special students in history and prospective social science teachers. Text: Robinson and Beard. Fall term 1922, and second summer term 1923.

**Course 45. European History 1648-1815.** Text: Robinson and Beard. Winter term 1922-23, and second summer term 1921.

**Course 46. European History 1815-1900.** Texts used in Courses 44 to 46 are Robinson and Beard's *The Development of Modern Europe* (2 vols.), and the accompanying *Readings* (2 vols.). Spring term 1923, and second summer term 1922.

## CIVICS

**Course 11. Elementary Civics.** This course is for beginners who have neither studied civics in the high school nor had any experience in teaching it, and desire to prepare for a county elementary certificate. An effort is made to gain an insight into the spirit, form, and functions of our government. Minor. Fall and spring terms. Texts: Forman's *The American Republic*, Dole's *The New American Citizen*.

**Course 21. Advanced Civics.** An advanced course in civics intended for students who have had the elementary work or have had experience as teachers of this subject. The origin and growth of laws and institutions are studied. The relation of our constitution to colonial charters, to the political experiences of the provincial era, as well as to the English constitution, is traced with care.

The rights and duties of the citizen, his relation to the nation, to the states, and the units of local government are considered as essential topics. Spring and summer terms. Texts: *Civil Government in the United States*, Fiske; *Advanced Civics*, Forman.

**Course 31. Political Science.** This course deals with the nature, scope, and methods of political science; the nature, functions, and sphere of the state; nationality, citizenship, its rights and duties; constitutions, their sources and kinds; the distribution of government powers. Text: *Introduction to Political Science*, Garner. Fall term. Prerequisite: Civics 21 or its equivalent.

**Course 32. Political Parties and Party Machinery.** A study of the history of political parties in the United States and the development of party machinery. The course begins with the organization of the Federalist and Republican parties under the leadership of Hamilton and Jefferson in Washington's administration and traces those parties to their dissolution in 1820-24. The rise of the Whig and Democratic parties as successors to the Federalist and Republican parties will next be considered, together with the origin and history of the National Nominating Convention. The organization of the Republican party of today and the history of that party, together with that of the Democratic party, to the present time. The rise of the Primary system toward a National Primary for nominating President and Vice-President. The initiative, referendum, and recall platforms, the party boss and his system, along with prominent party leaders as Jefferson, Hamilton, DeWitt Clinton, Martin Van Buren, Thurlow Weed, Robert Toombs, Jefferson Davis, Thaddeus Stevens and Marcus Hanna. Winter term. Texts: *Parties and Party Machinery*, Macy; *History of the Presidency*, Stanwood. Prerequisite: Course 21 or its equivalent.

**Course 33. Municipal Government.** A study of the rapid growth of cities in the United States and how they are governed. The field of city government as distinguished from state and national government. Problems of city government, as sanitation, transportation, lighting, garbage, parks, police, etc., will be considered in detail. The city boss and his systems; elections and nominating machinery. The Mayor-Aldermanic system and the rise and extension of the Commission form of city government. Spring term. Prerequisite: Course 21 or its equivalent.

## ECONOMICS AND SOCIOLOGY

**Course 11. Elementary Economics.** This course, for Section P, aims to introduce the student to economic principles and to economic questions of the day. Text: Ely and Wicker's *Elementary Economics*. Winter term.

**Course 31. Economics.** English and American industrial history are surveyed briefly, through concrete problems the student is taught the most important economic principles, and four or five weeks are spent upon practical economic problems. The place of economics in the public schools is discussed. Text: Seager's *Principles of Economics*. All terms.

**Course 32. Social Problems of the Small Community.** This course deals with the village and country town, growth, decline, health, sanitation, morality, the social mind; organizations such as the community club, parent-teachers' associations, boy scouts, camp fire girls; the schools, the church, relation of the little town to the open country. Emphasis is placed upon methods by which the small community thru organization and community action may have the satisfactions of community life. It is intended to prepare teachers to be leaders, not only in education, but in general community life. Texts: Douglass' *The Little Town*, Voght's *Sociology*. Fall, spring, and first summer terms.

**Course 41. Advanced Economics.** One or more great economic topics and the related problems of the day are studied. Usually topics are chosen that are especially before the public at the time. This course alternates with Advanced Economics 42. Prerequisite: Economics 31. Winter of 1922-23.

**Course 42. Advanced Economics.** This course will be taught in the winter of 1921-22, and is a course similar to and alternating with Advanced Economics 41, but is devoted to different topics and problems. Prerequisite: Economics 31.

More than two major credits may be made in Advanced Economics if there is no duplication in the topics and problems studied.

**Course 43. Sociology.** This course is a study of the nature of society, the causes affecting its life, the evolution of society, and the methods of its control. The course is taught nearly every term but Economics 31 is a prerequisite to the fall term class. Text: Hayes's *Introduction to the Study of Sociology*.

**Course 44. Social Problems.** This course will be taught in the fall of 1922 and alternate years thereafter, the alternation being with Course 43. Prerequisite: Economics 31 or Sociology. Texts: Ellwood's *Sociology and Social Problems* and Wolfe's *Readings in Sociology*.

**Course 45. American Industrial History.** A textbook (Bogart's) is read, but this is mainly a library course and the time in the classroom is spent mainly upon the discussion of the library readings. Prerequisite: Economics 31. Taught in the spring of 1922 and alternate years thereafter.

**Course 46. English Industrial History.** This course alternates with Course 45. A third of the time is given to Cheyney's *Industrial and Social History of England*, a third to Hayes's *British Social Politics*, and a third to a study of English economic developments since the outbreak of the European War. Taught in the spring of 1923 and alternate years thereafter.

Students specializing in Economics may well take Commercial Geography, Political Science, and the course in Conservation. These courses are described under the appropriate departments.

The course in the Commercial Department upon Money, Banks, and Audits may count as a course in Economics.

## LITERATURE

**Course 21. Poetry and the Novel.** Classroom study of the minor epic in Matthew Arnold's *Sohrab and Rustum*, and of the novel in George Eliot's *Silas Marner*. Other narrativ verse and another novel ar studied outside of class and discust in class. For this purpose, Tennyson's *Idylls of the King* or his *The Princess* is used and one of Scott's or of Hawthorne's novels, usually *Old Mortality*, *Quentin Durward*, or *Waverley*, or *The House of the Seven Gables*. In 1921 and 22 *The Princess* and *Quentin Durward* will be used. The course is intended for students who hav had less than four years of high-school work. Winter, spring, and summer terms.

**Course 22. Poetry, Essays or Speeches, and the Novel.** Lyric and narrativ verse in the selections from Wordsworth made by Matthew Arnold and the first two books of *Paradise Lost* form the basis of the main classroom work. The outside work consists of either *The Scarlet Letter* or one of Thackeray's novels, and of essays or speeches. The essays may be either short essays taken from Lamb's *Essays of Elia*, Bacon's *Essays*, and Emerson's *First Series* chosen for study of various essay types; or, one longer essay may be substituted, as Arnold's *Culture and Anarchy* or Carlyle's *Sartor Resartus*. When speeches ar used insted of essays they ar chosen from Burke, Webster, Lincoln, or Wilson. In 1921 Thackeray's *Henry Esmond* and Lincoln's *Inaugural Addresses* Cooper Institute Address, and the Gettysburg Address. Intended for graduates of three-year high schools or students who hav alredy taken Course 21. Fall and summer terms.

**Course 23. Shakspere.** Two plays ar studied in detail in class, *Macbeth* and either *Hamlet* or *King Lear*. Outside of class three more plays by Shakspere or two by Shakspere and one by Marlowe ar studied and then carefully discust in class. These always include a comedy and a history that all types of Shakspere's plays may be studied. In 1921 and 22 *Macbeth*, *Hamlet*, *As You Like It*, first part of *King Henry IV*, and *The Tempest*. Winter, spring and summer terms.

**Course 31. Literature Method.** This class considers the function of literature and its right to be in the curriculum; selection of material for grades and for high school; and the method of handling the material in the classroom. In the fall term the course givs more careful attention to the primary grades, in the winter to the high school, and in the spring to the upper grades. Text: Colby's *Literature and Life in the School*. All terms.



**Course 32. Literary Types.** This is a study of the elements of verse, and the great typical forms of poetry; and of the chief prose forms, emphasizing in prose the essay and the novel. The drama whether in verse or in prose, is of course included. Text: Johnson's Forms of English Poetry. Fall and summer terms.

**Course 33. History of English Literature.** This covers the history down to the rise of the Romantic Movement in the eighteenth century. Texts: Moody and Lovett's History of English Literature, with Marley's English Poetry for reference.

**Course 34. History of English Literature and of American Literature.** The first month's work is a continuation of Course 33 from the Revival of Romanticism. The last two months make a rapid survey of American Literature. Texts: Moody and Lovett's History of English Literature, Halleck's History of American Literature, Calhoun and MacAlarney's Readings from American Literature. Spring and summer terms.

**Course 35. English Poetry.** This is an extensive rather than an intensive course covering the period from Chaucer to Wordsworth. It deals briefly with many poets, notes the characteristic types of poetry from age to age, changing styles and subjects, and briefly, the relations of poetry to the age which produced it. Text: Manley's English Poetry. Fall and summer terms.

**Course 41. College Course in Shakspeare.** Twelve or fifteen plays are studied with reference to the sources and materials used by Shakspeare, the date of production, the dramatic structure of the plays, and characterization and motivation. These include typical plays from Shakspeare's earliest work to his latest. The Elizabethan theater also is studied for its influence on dramatic structure. Texts: Complete edition of Shakspeare's Plays, one volume, Oxford University Press, and MacCracken, Pierce and Durham's Introduction to Shakspeare. Spring and summer terms.

**Course 42. American Poetry.** This is a course in the rapid reading of American poets from Bryant down. It covers study of their characteristic themes, attitudes, styles, and their relations and contributions to the national life. Text: Page's Chief American Poets. Fall term 1921 and alternate years thereafter, and summer terms.

**Course 43. English Drama.** This is a study of the development of the drama from the miracle plays down to the closing of the theater by Parliament in 1642. For the first part of the work the authorities most used are Pollard, Manley, Gailey, Schelling, Chambers, and Ward, later, Neilson's Chief Elizabethan Dramatists is the text. Winter term 1921-22 and alternate years thereafter and summer terms.

**Course 44. The English Novel.** This sketches briefly the literary types that led to the novel and then studies characteristic novels by Richardson Fielding, Smollett, Sterne, Walpole, Goldsmith, Burney, Edgeworth, Jane Austen, Scott, Dickens, Thackeray, Bronte, Eliot, Meredith, Trollope, Reade, Hardy, Hawthorne, Stowe, James, Howells, Stevenson, together with a few of the best of the current novels of Great Britain and America. Cross's Development of the English Novel is used as a guide in part, but the library is the main dependence for material. Spring term 1922 and alternate years thereafter, and summer terms.

**Course 45. British Poetry of the Nineteenth Century.** A study of the chief poets of the period, their themes, their thought, their styles, and their relations to their times. Text: Page's British Poets of the Nineteenth Century. Fall term 1922 and alternate years and summer terms.

**Course 46. Browning.** A study of a wide variety and great body of Browning's work, including his chief lyrics, narrativs, monologs, and dramas, together with *The Ring and the Book*. Text: Macmillan's or Houghton Mifflin's one volume edition of Browning's works. Winter term 1922-23 and alternate years, and summer terms.

**Course 47. Nineteenth Century Prose.** This covers the most representative British and American prose writers of the century. It is very largely a study of the best thought of the time on literary, social, religious, and political themes. Text: Alden's Readings in English Prose of the Nineteenth Century, for the English writers. As yet the library is depended on for the American writers. Spring term 1923 and alternate years, and summer terms.

## LANGUAGE AND GRAMMAR

**Course 1. Orthograpy.** The purpose of this course and of the course in spelling is to prepare students to teach the orthograpy outlined for the seventh and eighth years in the Illinois State Course of Study. A six-weeks course. All terms. Semi-Major. Text: Cavins.

**Course 2. Spelling.** (6 weeks, or longer). All students are offered an examination in spelling in the sixth and twelfth weeks of each term. Those who show by such examination the ability to spell ninety out of one hundred familiar words, such as lose, led, busy, until, separate, reference, occurd, notable, ridiculous, accommodate, recommend, are excused from further work in spelling. Those who do not pass the examination are required to take a course of six weeks, or longer if necessary, and to take it the following term. Due attention is given to the simplified forms recommended by the Simplified Spelling Board and authorized by the New Standard and the New International dictionaries.

No student is recommended for a teacher's certificate or for a position to teach or for a diploma until he has carried spelling.

**Course 3. Penmanship.** Writing Dril. (6 weeks, or longer.) A course to enable students to improve their writing if it is manifestly illegible or in bad form. It is a required subject for those whose writing is distinctly poor. Penmanship according to the Palmer Method is taught, also in another section vertical script better adapted to school-room use. Minor.

**Course 4. Phonics and Dictionary Work.** (6 weeks; one-half credit.) This course is required of all students, and should be taken as soon as practicable after matriculation.

Students who are proficient in the use of the dictionary may be excused from taking the course, the test of proficiency being an examination offered on the first day of each term, and on succeeding days until completed. Texts: Metcalf and DeGarmo's Dictionary Work and the Standard Desk Dictionary. All terms.

**Course 11. Grammar. The Sentence.** A study of the English sentence including verbals. For students who have not completed a full high-school course in English. Text: Gowdy.

**Course 12. The Parts of Speech.** This study includes classification, a summary of uses, and inflection. Prerequisite: Course 21. These two courses are the equivalent of Course 21. Text: Gowdy. Spring and summer terms.

**Course 23. Rhetoric.** This is a practical course in English composition for students who have not finished the high-school. Text: Thomas, Howe, and O'Hair's Composition and Rhetoric Revised. Winter and spring terms.

**Course 31. Method in Grammar.** A comprehensive course covering the logical development of the subject from the simplest sentence forms. A course for high-school graduates and experienced teachers. Text: Gowdy. All terms.

**Course 32. Science of Discourse.** An advanced course in theme writing. Special attention is directed to the improvement of the vocabulary, to organization of material, and to effective methods in description, narration, and exposition. The Atlantic Monthly is used to furnish illustrative material. Two themes a week are required. Texts: Barrett Wendell's English Composition; Herbert Spencer's Philosophy of Style. All terms.

**Course 33. Advanced Exposition.** A course in the structure and method of detailed exposition. Emphasis is laid on the methods and standards of investigation, on plan making, and on the principles of governing connected discourse. Texts: Fulton's Expository Writing; Lamont's Specimens of Exposition. Winter term.

**Course 34. History of the English Language.** This course traces briefly the phonological and inflectional changes that the Teutonic dialects of the Angles, Jutes, and Saxons have made during their development into the spoken and written English of today. The periods of literary ascendancy of different dialects and the establishment, the history, and the tendencies of the modern standard speech are considered. Emphasis is placed on the native element in, and the growth of, the English vocabulary. Oral reports of collateral reading are regularly required. Text: Emerson's History of the English Language. Spring term.

## READING AND PUBLIC SPEAKING

**Course 11. Elementary Reading.** An elementary course designed for those students who have had little experience in oral reading. Major or semi-major. Text: Phillips' Natural Drills in Expression. Fall, winter, and spring terms.

**Course 21. The Reading of Prose.** The first consideration in this course is that literary appreciation must precede vocal expression. Major or semi-major. Text: Classics for Vocal Expression, Curry. All terms.

**Course 31. The Reading of Poetry.** The primary purpose of this course is to show what poetry is and to train the student in rendering it orally. Major or semi-major. Texts: English Poetry, Its Principles and Progress, Gayley and Young. All terms.

**Course 32. How to Teach Reading.** Primary Reading. This is a course that discusses the various problems that arise in teaching reading in the lower grades. Semi-major. Text: Pedagogy and Psychology of Reading, Huey. All terms.

**Course 33. Method in Advanced Reading.** A study of the problems that arise in the intermediate and upper grades. Semi-major. Text: How to Teach Reading in the Public Schools, Clark. Winter, spring, and summer terms.

**Course 34. The Art of Story-Telling.** A course designed to meet the needs of the teacher in the elementary grades and the high school. Text: For the Story Teller, Bailey. Winter, spring, and summer terms. Major or minor credit.

**Course 45. Platform Reading.** An advanced course planned especially for those who feel the need of skill and finish for appearing in public. Text: Lessons in Vocal Expression, Chamberlain and Clark. Winter and first summer terms.

**Course 36. Public Speaking.** The preparation and delivery of original speeches. Text: Effective Speaking, Phillips. All terms.

**Course 41. Argument.** The theory of argumentation, with practice in preparation of briefs and oral debates. Major. Text: Argumentation and Debating, Foster. Fall term.

**Course 42. The Speaking Voice.** This course aims to lay the basis of a correct use of the speaking voice. Text: The Speaking Voice, Everts. Fall term.

**Course 43. The Analysis and Presentation of the Drama.** The dramatic work of the school will grow out of this course. Winter term.

**Course 44. Advanced Public Speaking.** The basis of the work is the larger speech on the more formal occasion than the extemporaneous speech demands. Prerequisite: Extemporaneous Speaking. Text: The Art of Public Speaking, Esenwein and Carnegie. Spring term.

## LATIN, FRENCH, SPANISH

### LATIN

The courses offered in Latin are intended to meet the needs of two classes of students: (a) Those who desire knowledge of the language but do not intend to teach it, and (b) those who have completed at least three years' work and expect to teach Latin in high schools.

For beginners there is a curriculum consisting of ten courses. For those who have completed this curriculum, or its equivalent, there are five advanced courses.

For students in the second group, a curriculum of four courses is offered. In addition to these advanced courses should be taken. Students who begin the study of Latin are urged to complete at least two years' work before discontinuing it.

#### CURRICULUM FOR BEGINNERS

**Latin 11, 12.** Inflections, the reading and writing of easy Latin, with study of English derivatives. Text: D'Ooge's Latin for Beginners. Fall and winter terms respectively.

**Latin 13, 14.** The beginning work will be reviewed. There will be reading of stories in Latin, with work in composition and further study of English derivatives. Students who have completed one year of Latin may enter Latin 14. Text: Greenough, D'Ooge and Daniell's Second Year Latin. Spring and fall terms respectively.

**Latin 15, 16. Caesar.** Four books of the Gallic War will be read, with composition based on the text and further study of English derivatives. The military system and provincial administration of the Romans will be studied. Texts: Walker's Caesar, Hale's Latin Composition. Winter and spring terms respectively.

**Latin 21, 22. Cicero.** Six orations with selections from the letters of Cicero will be read. The political institutions and private life of the Romans will be studied. Text: D'Ooge's Cicero's Orations. Fall and winter terms respectively.

**Latin 23. Ovid.** Selections from the Metamorphoses will be read. There will be a study of poetical expression and of the mythology of the Greeks and the Romans. Text: Kelsey's Selections from Ovid. Spring term.

**Latin 25, 26. Vergil.** Six books of the Aeneid will be read. The principles of scansion will be studied, and practice will be given in the reading of Latin poetry. A rapid survey of Latin literature will be made based upon Mackail's Latin literature. Text: Knapp's Vergil's Aeneid. Fall and winter terms respectively.



## COURSES IN METHOD OF TEACHING LATIN

**Latin 31. Method of Teaching First Year Latin.** Prerequisite: An Academic knowledge of the first year's work. Texts: Bennett, Teaching of Latin; The Latin Language. Fall term.

**Latin 32. Latin-English Etymology.** The work will be of an advanced character. Winter term.

**Latin 33. Caesar-Cicero Method.** A study will be made of aims, content and methods of teaching second and third year work. There will be criticism of texts available and careful study of portions of the Gallic War and Cicero's orations with especial attention to syntax, word order, composition and adequate translation into English. Spring term.

**Latin 34. Method in Vergil and Ovid.** There will be careful study of text and scansion. Winter term.

## ADVANCED COURSES

**Latin 41. Livy.** Selections. Books I, XXI, XXII. Prerequisite: Courses 31-33 above or four years of Latin. Text: Lord. Fall term (1921 and alternate years thereafter).

**Latin 42. Horace.** Selection from the Odes and Epodes. Prerequisite: Latin 41 or 43. Text: Smith. Winter term (1921-22 and alternate years thereafter).

**Latin 43. Tacitus, The Germania and Agricola.** Text: Guderman. Prerequisite: the same as for Latin 41. Fall term (1922 and alternate years thereafter).

**Latin 44. Cicero.** De Senectute and De Amicitia. Text: Kelsey. Prerequisite: Latin 41 or 43. Winter term (1922 and alternate years thereafter).

**Latin 45. Latin Composition.** A careful study of the syntax of high-school Latin and the writing of connected discourse. Spring term. Text:

## FRENCH

Two years of French are offered in the high school; three in the Teachers' College.

**Courses 21, 22, 23. A Year's French for High-School Juniors.** This includes the fundamentals of French grammar, dictation, the conversation of daily life, re-telling of the stories in the reader, and constant drill on pronunciation. Texts: The New Chardenal, Allyn and Bacon; Petits Contes de France, Meras and Roth; La Belle France, De Montvert.

**Courses 24, 25, 26. Second Year French in the High School.** The grammar of the first year is reviewed with a more detailed study of the uses of the subjunctive than was presented in the first year. French stories and plays are read with careful attention to constructions and idioms. One day a week is given to prose composition. Texts: Le Voyage de M. Perrichon, Labiche and Martin; Le Chien du Capitaine, Enault; La Mare au Diable, Sand; Le Juif Polonais, Erckmann-Chartrian; Colomba, Merimee; French Composition, Levi.

**Courses 31, 32, 33. Beginning French for College Students.** This course covers more ground than the first year for high-classes, but consists of the same type of work. Texts: *The New Chardenal*, Allyn and Bacon; *Petite Contes de France*, Meras and Ruth; *La Belle France*, De Montvert; *Le Voyage de M. Perrichon*, Labiche and Martin.

**Courses 34, 35, 36. Second Year French for College Students.** French stories, plays and novels are read. The daily work consists of conversation in French about the material assigned, drill on grammatical constructions, idioms, irregular verbs. The use of the fonetic symbols is taught as an aid to accurate pronunciation, and considerable practice is given to reading aloud in the French. One day a week is devoted to prose composition. Texts: *Le Juif Polonais*, Erckman-Chartrian; *La Tulipe Noire*, Dumas; *Les Oberle*, Bazin; *Mlle. de La Seigliere*, Sandeau; *Les Misérables*, Hugo; *Le Bourgeois Gentilhomme*, Moliere; *French Prose Composition*, Comfort.

**Courses 41, 42, 43. Advanced French for Senior College Students.** Only students enrolled in these courses will be recommended for practicing teaching in French in the high school. The outside work includes library reading on the history of French literature, and a discussion of method for high-school courses in French. Texts: *La Fille de Roland*, Bornier; *Hernani*, Hugo; and others to be adopted later.

## SPANISH

Two years of Spanish are offered in the high school, two in the Teachers College.

**Courses 21, 22, 23.** A year's work for high school juniors. This course includes the fundamentals of Spanish grammar, practice in conversation, dictation, composition, reading of easy Spanish prose. Texts: *Poco a Poco*, Hall; *A Trip to Latin America*, Fuentes and Francois; *El Pajaro Verde*, Valera; *Spoken Spanish*, Broomhall.

**Courses 24, 25, 26.** Second year Spanish for the high school. This course begins with a review of the grammar, adding the more difficult constructions omitted the first year. This is followed by the reading of Spanish stories and dramas. An average of one day a week is devoted to prose composition. Texts: *Easy Spanish Plays*, Henry; *Fortuna*, Eschrich; *La Familia de Alvareda*, Cabellero; *La Hermana San Sulpicio*, Valdies; *La Conjuracion de Venecia*, Martinez; *Zaragueta*, Carron-Aza; *Elementary Spanish Prose Book*, Wilkins.

**Courses 31, 32, 33.** First-year Spanish for college students. An inductive development of grammatical principles precedes the formal study of Spanish grammar. The reading of Spanish prose is begun in the winter term. Texts: *Poco a Poco*, Hall; *A Spanish Grammar*, De Vitis; *A Trip to Latin America*, Fuentes and Francois; *El Pajaro Verde*, Valera; *Easy Spanish Plays*, Henry.

**Courses 41, 42, 43.** Second-year Spanish for college students. This course includes a review of the grammar, the reading of Spanish plays, poems, short stories, and novels, and prose composition dealing with correct forms for letter writing, summaries of stories read in class and original themes. A brief course in the history of Spanish literature is given in the spring term. Texts: *La Conjuracion de Venecia*, Martinez; *La Hermana San Sulpicio*, Valdes; *Amalia*, Marmol; *El Capitan Venenso*, Alarcon; *Oholocura o Santidad*, Echegaray; *Dona Perfelta*, Galdos; *Manual de Correspondencia*, Fuentes and Elias.

## PUBLIC SCHOOL MUSIC

**Course 1. Song Singing for Beginners.** Songs learned thru imitation. Observation of the elements of music as used in these rote songs. Notation, eye concepts, as it pictures the familiar musical elements. Sight-reading. Key and measure signatures and all forms of notation necessary to the intelligent reading of simple vocal music. Ear Training. Aural recognition of the larger units of thought in simple music. Text: *Elements of Music in Song*, Westhoff. Minor.

**Course 2. Elements of Musical Notation.** This course is for beginners in sight-reading who have had more or less experience in vocal or instrumental music. It deals with the elements of music and their notation. Sight-reading in unison, two, three and four-part harmony. The major scale, major keys and chromatic tones. Written work as a further means for ear and eye training. Special ear-training in both the larger and smaller units of thought in music. Periodical lessons in the appreciation of music. Texts: *Elements of Music in Song*, Westhoff. *Songs for Sight Singing*, Series One and Two. Minor. All terms.

**Course 31. Advanced Sight Reading.** This course is for students who have finished Course 2 or its equivalent, and who intend to teach in intermediate or grammar grades. Sight reading in unison and in parts. Review of chromatic tones and their notation in all keys. Major and relative minor scales and keys; intervals and chords; modulation and key relationship. Written work; ear training. Periodical lessons in the appreciation of music. Texts: *Progressive Music Series*. Book Four. *Songs for Sight Singing*, Series Three and Four. Half-credit. All terms.

**Course 32. Methods in Primary Grades.** The complete song as a basis for the child's music education, taught by rote. Selecting songs: (a) With reference to their use; (b) with reference to the child voice. How to teach a rote song. Development and care of the child voice. The monotone. Observation of the simpler elements of the familiar song. Notation of familiar melodies. Written work. Reading simple melodies. Practis teaching in the Model School. Fall and winter terms. Prerequisite: Music 2. Texts: *Progressive Music Series*, Books One and Two. Half credit.

**Course 33. Music Methods in the Upper Grades.** This course covers the work for grades five to eight inclusive. A discussion of the presentation and development of the chromatic tones. The logical succession in the study of the various rhythmical problems. The presentation and development of the several forms of the minor scale. Part-Singing; modulation. Classification of voices in the upper grades. Written work. Song interpretation. Practis teaching in the Model School. Fall term. Texts: *Progressive Music Series*, Books Two and Three. Prerequisite: Course 31.

**Course 34. High-School Music.** Bibliography of high-school music. The organization of glee clubs, orchestra and band. A study of orchestral and band instruments. Conducting. A brief study of the lives and works of the great composers. Periodical lessons in the appreciation of music. Practis teaching. Winter term. Major. Material: Chorus and glee club selections. Prerequisite: Music 2 and 31.

**Course 35. Elementary Harmony, and History.** Scales, intervals and chords in major and minor keys. Chord relationship and harmonization of simple tunes. The dominant seventh in the major and minor modes. A brief survey of the history of music from the time of Bach to the present. Spring term. Major. Prerequisite; Music 2 and 31.

**The Choral Club.** The Choral Club—a chorus of mixt voices—meets twice each week. Composition of the better class and excerpts from the standard cantatas, operas, and oratorios ar studied and prepared for public presentation. Three concerts ar given each year.

**The Glee Clubs.** Practis in part singing may be further develope in connection with the work of the Girls' and Boys' Glee Clubs, which meet twice a week for practis.

**The Orchestra.** Students who play upon orchestral instruments ar given an opportunity for practis in concerted playing. The orchestra holds one rehearsal each week.

**The Band.** The Normal University owns fifteen instruments, upon which regular lessons ar given until sufficient skil is gained for concerted playing. The band and orchestra furnish music for the social functions of the school.

## FINE AND APPLIED ARTS

The aim of this department is to train teachers and supervisors of drawing, design, and applied arts for the elementary and high schools of the state of Illinois. This school affords excellent facilities for the training of special teachers. The professional studies of the normal school enables the students of art to organize and conduct the courses in art education in the public and high school curriculum.

All students in the special art classes will leave for the institution at least one example of their work in drawing, sketching, color and design and one of their work in craft or applied art.

**Course 1. Freehand Drawing.** This course aims to familiarize the student with the elements of drawing and how to use them as a means of expression. Pencil, ink, charcoal, or color may be used. It is recommended that Courses 35 and 38 be elected to supplement this course. Half credit. All terms.

**Course 2. Drawing for Rural Schools.** Studies of nature and objects, that aim to give the teacher more power and another means of expression and to make him more efficient in teaching other subjects. Charcoal, pencil, and color may be used in this course. Fall and winter terms. Half credit.



**Course 31. Primary Teachers Course.** Suggestions relating to the teaching of drawing in the lower grades. Illustrativ sketches, object, nature drawing, and design. It is recommended that Courses 35 and 38 be elected to supplement this course. Fall and spring terms. Half credit.

**Course 32. Freehand Perspectiv.** Advanst drawing. Freehand problems in cylindrical, parallel, angular, and oblique perspectiv. Freehand sketching of out of door and interior problems, which demand a knowledge of convergence and foreshortening. Two hours daily. Fall term.

**Course 33. Light and Shade.** Advanst Drawing in line and mass is taken up in this course. Composition, beauty of form, proportion of spaces in arrangement of studies is the main purpose of the course. Charcoal, pencil, ink, and color may be used. Winter term. Half credit.

**Course 34. Cast Drawing.** Advanst work in light and shade from casts, still life and other studio models for students in the special art courses. The aim of this course is to develop better drawing, judgment and skil, and growth in power of expression and appreciation for finer things. Two hours daily. Prerequisite: Course 33. Winter term.

**Course 35. Color.** This course takes up the theory of color. Color harmony is the aim of the course. A finer feeling for color may be developept by training and experience. Minor. Fall and spring terms. Half credit.

**Course 36. Advanst Color.** This is a continuation of Course 35 for students in special art courses. Comparison in color is the aim of this class. Prerequisite: Course 35. Two hours daily. Spring term.

**Course 37. Blackboard Drawing.** This course offers practis in drawing at the blackboard. Quick effectiv sketches. The work is based upon a knowledge of light and shade and skill in drawing. Half credit. Spring term.

**Course 38. Art Appreciation.** A study of art, architecture and sculpture, including a brief history of art as presented by painters from the Renaissance period thru the modern schools. The school is well equipt with a good reference library, pictures, lantern slides, casts, and other collections. Texts: DeGarmo's Art Appreciation and Van Dyke's History of Art. Winter term.

**Course 39. Art Organization.** The function of art in the public schools. The different branches taught and their relation to each other. Students plan and make courses of study that may be used in elementary schools. Half credit. Spring term.

**Course 41. Oil Painting.** A study of picture making; how to paint, what to represent, and how to organize a picture. Two hours daily. Prerequisite: Course 35. Spring term.

**Course 42. Applied Arts.** An advanst course in color and design to be applied to batik, tie and dye, block painting, and other applied work. This course is especially recommended to special teachers of art education or those preparing to conduct high-school classes in the color, design, and other applied arts. Two hours daily. Prerequisite: Course 35. Spring term.



## **COURSES IN DESIGN**

**Course 31. Principles of Design.** The aim of the course is to give the student an understanding of the fundamental basis of design with the two-fold purpose of (1) enabling him to recognize good design in commercial products and (2) stimulating his own creative imagination. Half credit. Fall term.

**Course 32. Primary Handwork.** The subjects of paper construction, clay modeling, weaving, coarse needlework, stenciling and simple basketry are studied from the standpoint of their educational value. The opportunities for correlating handwork with the other subjects in the curriculum are constantly in mind. Half credit. All terms.

**Course 33. Art Metal and Jewelry.** Problems involving etching, saw-piercing, stippling, raising, riveting and repoussé are given during the first half of the term. The remaining time is devoted to jewelry making in silver, including the setting of stones. A series of problems is planned which may be carried out in high schools with very little equipment. Design is a prerequisite. Two hours daily. Fall term.

**Course 34. Pottery.** The course in pottery includes free modeling, coil-building, work on the potter's wheel, the making of molds and casting. Some study is made of the composition of glazes and students learn to apply glazes and to care for and run the kiln. The history of the ceramic art is briefly considered. Two hours daily. Winter term.

**Course 35. Book-binding.** The course includes problems of progressive difficulty, suitable for primary, intermediate and upper grades, which may be given in the regular schoolroom without expensive equipment, such as: booklets, portfolios, notebooks, scrapbooks and pamphlets. One or more books will be bound in standard binding and some time will be devoted to the repairing of books. Two hours daily. Spring term.

**Course 36. Home planning.** The course deals with the home, its location, surroundings, plan, and construction, and with the several phases of interior decoration. The treatment of walls and floors, floor-coverings, the selection and arrangement of furnishings, and color are among the subjects considered. This course is planned so as to be practical in application. Course 31 is a prerequisite. Two hours daily. Winter term, and first summer term.

**Course 37. Dress Design.** Design principles and color theory are here studied in terms of dress and its relation to the wearer. The course includes practical problems in representation and the technical difficulties are adjusted to the ability of the student. Some work is given in modeling in paper or cloth with the object of gaining a more thorough understanding of the construction of garments and as an added means of originating designs. Course 31 is a prerequisite. Two hours daily in fall term. Half credit in summer terms.

**Course 38. Commercial Design.** The principles of design are studied in their relation to advertising, particular attention being given to the subjects of composition, lettering, and color. Some study is made of the processes by which drawings are reproduced. Design is a prerequisite. Half credit. Spring term.

## MANUAL ARTS

The courses in the manual arts have a dual purpose: (a) To provide information, skill and experience in working in the most commonly taught manual arts, and (b) To train students in the technic and methods of teaching these subjects.

The demand for teachers who are trained to teach the manual arts is far in excess of the supply.

**Courses 1 and 2. Benchwork in Wood.** The aim of these courses is to teach the tool processes ordinarily used in upper grammar grade and high school woodworking. Articles useful in the home are designed and made by the students. Texts: Workshop Note-Book, Greene; Handwork in Wood, Noyes. Two periods daily. Fall, winter, and summer terms.

**Course 31. Wood-Turning and Pattern-Making.** The tool processes used by the wood-turner and the principles of pattern-making are taught by demonstration and practice. Prerequisite: Course 1. Text: Pattern-Making Note-Book, Greene. Spring term.

**Course 32. Furniture Construction Factory Method, Using Woodworking Machinery.** This course gives an experience in the factory method of construction. Each student is given from one to two weeks of work on each machine thus receiving a varied training. The work consists of cabinet-making, furniture construction and wood finishing. Prerequisite: Course 1. Two periods daily. Winter term.

**Course 33. Elementary Woodwork.** The purpose of this course is the laying out of a course of study for the fifth and sixth grades, with a group of models for each grade. Most of the time is devoted to toy making. Emphasis is placed upon design, painting, and decoration. One hour per day for twelve weeks. Half credit. Spring and first summer terms.

**Course 34. Teaching and Organization of Manual Arts.** The following subjects are considered in this course: Manual arts movements and influences. Proper place in education. Development of appreciation. Types and classification. The philosophy, psychology and aims of the manual arts. Typical methods of teaching. The lesson and lesson plans. Class management. Success and standards of a teacher. Forms of the manual arts. Selection and organization of subject matter. Early methods of organization. The group system. Supervision of the manual arts. Equipments and courses of study. Texts: Teaching the Manual and Industrial Arts, Griffith; and The Manual Arts, Bennett. Prerequisite: Course 1. Fall and winter terms.

**Course 35. Mechanical Drawing.** This is a course for beginners and includes working drawings, lettering, geometrical drawing, problems in projection, intersections of solids, development of surfaces, tracing and blue printing. Students may furnish their own instruments or rent them from the department. Two hours a day for twenty-four weeks. Two credits. Text: Mechanical Drawing. Phillips and Orth. Bennett's Problems in Mechanical Drawing. All terms.

**Course 36. Machine Drawing.** This is an advanced course for students who wish to be prepared to teach mechanical drawing in high schools. The special conventions of machine drawing, sketching, detailing, assembling, etc., are presented to the student in this course. Two hours per day for 12 weeks, 1 credit. Prerequisite: Mechanical Drawing. Text: Mechanical Drawing Problems, Weick. Fall term.

**Course 37. Architectural Drawing.** This course includes architectural letters, conventions, plans and elevations, study of materials and specifications. One hour per week is devoted to the study of the history of architectural forms through the use of lectures and lantern slides. Two hours per day for 12 weeks, 1 credit. Prerequisite: Course 35. Text: Progressive Steps in Architectural Drawing, Seaman. Spring term.

**Course 38. Principles and History of Manual Training.** Minor. This course follows the various movements and influences that have contributed to our present day manual arts courses, and considers especially the philosophy and basic principles of each. The work of educational reformers, the manual labor movement, the land grant influences, arts and crafts,loyd, the Russian system, present day manual training and vocational education are studied. Winter term.

**Course 39. Furniture Designing and Construction.** Major or Minor. This course consists of a study of the principles of design useful in the various manual arts, period furniture and the designing of furniture that can be made in school shops. When taken as a major an article of furniture must be constructed. Prerequisite: Course 1. Spring and first summer terms. Text: Industrial Arts Design, Varnum.



## HOME ECONOMICS

The work in home economics is planned to meet the requirements of the Smith-Hughes Act as interpreted by the State Board of Vocational Education. The full curriculum extends over four years and includes:

1. Practical courses in clothing, foods and household management, gardening, dormitory management, care of infants, etc.
2. Technical courses in design, chemistry, and other sciences.
3. Academic courses in English, civics, economics, etc.
4. Professional courses in education including practis teaching.

Besides this four-year curriculum known as G—H major, there is a three-year curriculum which omits ten of the forty-eight courses, and also a two-year curriculum in domestic art and a two-year curriculum in domestic science.

A normal-school diploma will be granted to any student completing either of these two-year curricula.

In addition to the courses listed in this curriculum, work in home projects is required during the third and fourth years. Development of home projects by the individual student and the supervision of similar projects in the practis classes ar included in this work.

The degree, Bachelor of Education, is granted upon the completion of the full four-year course.

The facilities afforded in Normal for the practical study of dormitory management, the care of infants, gardening, the conduct of school lunch rooms, the care of the sick ar surpast in few institutions. Especial em-fasis is laid upon practical courses in cooking and sewing.

## HOUSEHOLD ART

It is the purpose of these courses to provide for the adequate training of teachers in household art.

Materials ar furnisht by students for all courses except Course 42 for which a fee of three dollars is charged.

**Course 21. Rural School Course.** This course has for its aim the pre-sentation of such work as can be accomlisht in rural schools: crocheting, knitting, hand and machine sewing, darning and mending, and the planning, cutting, fitting, and finishing of simple garments, including a linen or gingham dress. Spring term.

**Course 31. Garment Making.** This course deals with the fundamental principles of construction. It givs practis in fundamental stitches, in hand sewing, in the use of the sewing machine, in the drafting of patterns, in the use of commercial patterns, and in the planning, cutting, fitting, and finishing of simple garments. This course includes a study of the hygiene and economics of clothing and of related textil problems. Text: *Clothing for Women*, Baldt. Major. Fall term and first summer term.

**Course 32. Needlework.** This course is a continuation of Course 31 and involvs more difficult projects. It includes also additional work in hand sewing, darning, mending, crocheting, knitting, embroidery, and extended study of laces and ornamental stitches. Prerequisite: Course 31 or its equivalent. Winter term and first summer term.

**Course 33. Dressmaking.** This course givs practis in drafting and modeling of patterns, in the use of commercial patterns, in the cutting, fitting, and finishing of a shirt waist, a tailord cotton skirt, and a somewhat elaborate linen or cotton dress. Prerequisite: Courses 31 and 32 or their equivalent. Spring term and first summer term.

**Course 41. Advanst Dressmaking.** This course givs extended practis in modeling and draping. It includes the making of a tailord woolen skirt and a crepe or chiffon waist and a silk gown, with special stress upon the proper handling and finishing of these different materials. Prerequisite: Course 33. Winter term and second summer term.

**Course 42. Millinery.** This course includes the simple processes in millinery, making and trimming, renovating and remodeling hats and a study of the material used. Winter term.

**Course 43. The Theory of Household Art.** This course brings together the subject matter in construction stitches, textiles, design, and economics, and organizes it as the basis for the selection of suitable problems to present to classes in elementary and high schools. It also considers questions of equipment and costs. Prerequisite: Two courses in Education, three courses in Household Art. Fall term, a minor in first summer term.

**Course 44. Textils.** A study of fabrics from the standpoint of the consumer. It includes the study of fibers, yarn structures, weaves, dyes, and finishing, and of simple physical and chemical tests for the identification of mixtures and adulterations—the work to form the basis for the selection of clothing and house furnishing. Text: Woolman and McGowan. Winter term.

## HOUSEHOLD SCIENCE

Courses 31, 32, and 33 in Household Science ar open to regular students who wish to take up the work as an electiv without pursuing all the correlated studies. Classes in Household Science ar limited to eighteen members.

A fee of three dollars per term is charged to cover the cost of materials consumed by the student.

**Course 21. Household Science for Country Teachers.** This is a special course of 120 hours in the study of food, marketing, cooking, and serving, adapted to the needs of the country home. Winter term.

**Course 31. Food Principles and Cookery.** A course of cookery based on a study of food principles, designd to acquaint the student with all the fundamental processes of cookery and the most attractiv methods of serving. Daily, two periods each day. Text: Food Products by Henry C. Sherman. Fall and summer terms.

**Course 32. Advanst Cookery and Meal Planning.** The second course in cookery extends the work of Course 31. More detaild study of underlying principles is given, and more elaborate dishes ar prepared. Much time is also given to the selection and preparation of dishes suitable for the brekfast, lunch, or supper, and dinner, and to the planning of the daily meals of families of various types, with correct methods of servis. Prerequisite: Course 31 or its equivalent. Winter term and first summer term.



**Course 33. Household Management.** This course deals with the management of household operations, income and business of the household, family or group relations, and community relations. Under household operations are considered care and cleaning of the house and furnishings, heating, lighting, and ventilation, selection and arrangement of working equipment, labor-saving devices, scheduling and dispatching of duties, marketing, and laundry work. Under income and business management are considered budgets, personal and household accounts, and details of banking. Prerequisite: Course 32 or its equivalent.

**Course 41. Cookery IV. Institutional Cookery, Preservation of Food.** The first part of this course is devoted to the canning and preserving of fruits and vegetables and the making of jellies. The institutional work carries out the planning of menus, serving of meals and the handling of large quantities of material. Prerequisites: Courses 31, 32, 33. Fall term.

**Course 42. Cookery V** includes the care and feeding of infants and children, invalid cookery, and home nursing. Prerequisites: Courses 31, 32, 33. Text: *The Home Nurse's Handbook of Practical Nursing* by Charlotte A. Aikens. Winter term.

**Course 43. Dietetics and Nutritions.** A study of the nutritive value, digestibility and cost of food; the balanced ration, combinations of food suitable for workers, old persons, children and invalids, and economical dietaries. Prerequisite: Courses 31, 32, 33, Chemistry 41, and Physiology 41. Texts: *A Laboratory Hand-book of Dietetics* by Mary Swartz Rose, *Chemistry of Food and Nutrition* by Henry C. Sherman. Spring term.

**Course 44. Organization of Household Science.** A study of the meaning and history of the household science movement, equipments, courses, and methods of study, and presentation. Federal and state laws dealing with this subject. Prerequisites: Courses 31, 32, 33. Fall term. Also half credit in first summer term.

**Course 45. Institutional Management.** Lectures on the various activities of the institutional home and practical experience are correlated in this course. The practical work is done in Fell Hall. The course includes twenty hours in the care and feeding of infants in the Normal Baby Fold. This is a practical course to meet the requirements of the Smith-Hughes Act. Prerequisites: Courses 31, 32, 33, 41, 42. Spring term.

**Course 46. Fancy Cookery, Experimental Cookery, and Demonstrations.** In fancy cookery, dishes and menus suitable for formal and elaborate functions such as teas, dinners, and receptions are prepared. Special In fancy cookery, dishes and menus suitable for formal and elaborate functions such as teas, dinners, and receptions are prepared. Special attention is given to first-course dishes, meats, fish, entrees, salads, desserts, cakes, and ornamental frostings. In experimental cookery students are given opportunity to study special problems in food preparation. The work in demonstrations includes an analysis of the principles of teaching groups of people by such a method, and opportunity for actual experience in demonstrations of various types. Prerequisite: Spring term.

## AGRICULTURE

The two-year program in agriculture is designed for students who wish to become teachers of agriculture in township high schools, consolidated schools, village or city schools. In addition to giving the students a thorough course covering the entire field of scientific agriculture, it is well fortified with courses in physical and biological science. These courses form an excellent foundation for the study of scientific agriculture, and equip the student for teaching two or more lines closely allied with each other.

Students may take the two-year program and secure the regular Normal-School Diploma, after which they may either teach or take the remaining two years' work at the University of Illinois. Students are urged to finish the four-year program before attempting to teach because of the better training and greater possibilities which the graduate from the four-year program obtains.

The Normal University owns and operates an excellent farm of about ninety acres, lying close to the campus. The sole purpose of this farm is to demonstrate good farming methods to the students taking the courses in agriculture. Accordingly it is conducted so as to afford a good margin of profit above all expenses.

The farm is primarily a dairy farm, a feature which increases the activities of the farm and adds to the student's possibilities of practice and observation. Pure-bred horses, cattle, swine, and poultry are grown.

The farm is equipped with a modern house, barns, and other farm buildings, and sufficient modern machinery for a farm of its size.

A five-field rotation is carried on, and a careful and thorough system of farm bookkeeping is followed, recording all data of costs and receipts. These records are available to students in the course, enabling them to study scientific farming from the business point of view.

**Course 21. Agriculture for Country Schools 1.** This course is recommended to the students who are preparing to teach in the country schools and wish to do considerable work in agriculture. It may be taken instead of the nature study program in country school curriculums. The work will be devoted to the study of beef and dairy cattle, horses, hogs, and sheep. Problems in milk testing, management of herds, management of poultry, and the care and feeding of animals will be taken up. Major. Major credit in curriculums M and N. Test: Essentials of Agriculture, Waters. Winter term.

**Course 22. Agriculture for Country Schools 2.** This course is recommended to those students who expect to teach in country schools. It may be taken in lieu of the nature study program in the curriculums for country school teachers. The course consists of a study of farm crops with special reference to their economic importance and their relation to the soil. The formation, classification, and management of soils will also be taken up. Major. Text. Essentials of Agriculture, Waters. Spring term.

**Course 31. Farm Animals.** A study of the history, character, and form of the horse, cow, pig, and sheep; the market classes and grades of the various animals, their capacity for the production of milk, meat, wool, work, and speed. Some time is given to the identification and scoring of the various types of poultry. Texts: Day's Productiv Swine Husbandry, Gay's Productiv Horse Husbandry, Coffey's Productiv Sheep Husbandry. Fall term.

**Course 32. Stock Feeding.** A study of the classes of food nutrients and their functions in the animal body. The extent and nature of the demands for food for maintenance, growth, fattening, milk, wool, and work. Choice of feeding stuffs and the compounding of rations. Text: Henry and Morrison's Feeds and Feeding. Winter term.

**Course 33. Horticulture.** A study of plant propagation, pruning, spraying, cultivation, and of injurious insects. Texts: Bailey's Principles of Fruit Growing and Bailey's Vegetable Gardening. Spring term.

**Course 34. Crop Production.** This course includes a study of the methods of planting and cultivating the various cereal and forage crops, the treatment for insect, weed, and fungous enemies of the cereals and forage plants, the conservation of the water supply for cereal and forage crops and the curing and marketing of hay. Text: Montgomery's Productiv Farm Crops. Fall term.

**Course 35. Soil Physics.** A study of the formation and classification of soils; capillary, hygroscopic, and gravitational water; the effects of drainage and color of soils on soil temperature; the granulation and puddling of soils; the preparation of the seed bed and the proper tillage for the various crops. Texts: Lyon and Fippins' Soils, and Mosier and Gustafson's Laboratory Manual for Soil Physics. Winter term.

**Course 36. Farm Management.** A course in locating fields, lots, and buildings, farm equipment, the distribution and use of farm labor and the keeping of farm accounts. Spring and summer terms. Text: Warren's Farm Management.

**Course 37. Dairy Husbandry.** A course in the operation of the Babcock test, the testing of herds, management of herds, and the testing of milk, cream, butter, and cheese for butter-fat, acid, bacteria, and adulterants. Texts: Washburn's Productiv Dairying, Eckles' Dairy Cattle and Milk Producton. Fall and summer terms.

**Course 38. Farm Machinery.** A study of the various types of power and field machines for the farm. The major part of the course will be devoted to the gas engin and its various uses. Winter and summer terms. Text: Davidson and Chase's Farm Machinery and Farm Motors.

**Course 39. Animal Breeding.** A study of the history of the various breeds of domestic animals, and of the various herd books where the important families of each breed ar traced. The method used by breeders in establishing characteristics desired. The laws of variation, heredity selection, atavism. Text: Davenport's Principles of Breeding. Spring and summer terms.

**Course 41. Vegetable and Landscape Gardening.** A practical course in the use of hot bed, and cold frame, and in transplanting; in the varieties of kitchen vegetables; in planting, cultivation, harvesting, and preservation. The course deals also with the arrangement and planting of the trees, shrubs, and flowers needed for the proper decoration of home and school grounds, and for the care of these plants during winter and summer. Text: Government and State Bulletins. Spring term.

## COMMERCE

In September, 1914, a department of Commercial Branches was established to prepare teachers in this fast-growing type of vocational education.

The program is six terms in length, covering two years' time. The following courses are offered to those who enroll in the department.

**Course 11. Bookkeeping.** The inductive development of the principles of double-entry bookkeeping and their practical application in as many sets as the length of the term will permit. Semi-Major. Text: Budget 101, Commercial and Industrial Bookkeeping, Rowe. Winter and summer terms.

**Courses 31, 32, 33. Accounting.** Three terms' work in the theory and practice of accounts, beginning with the more simple transactions and records of a small retail business under a single proprietor. This small business is later enlarged to include wholesaling and the ownership is changed to a partnership. Students are carefully trained in the analytical work of the accountant. In the spring term, the student is introduced to corporation accounting. Cost accounting as applied to the manufacture of a staple product is studied and many problems in factory accounts, office management, and production factors, are taken up. Text: Bookkeeping and Accountancy, H. M. Rowe Company. Bennett's Exercises, Am. Book Co.

Opportunity for practice teaching in bookkeeping in the University High School is given to students who have successfully completed the Normal course in Accounting.

**Course 34. Accounting.** The theory of accounts as developed from the standpoint of the practicing accountant. Solution of accountancy problems and principles as applied to business statements, balance sheets, analysis, bankruptcy, the designing of bookkeeping systems, etc. Prerequisite: Course 31. Texts: Elements of Accountancy, Klein. Sherwood's Accounting and Auditing, So. Western Pub. Co. Summer term.

**Course 35. Business Organization and Finance.** A survey is made of the social and economic history and influences that have determined present-day methods of business management. The forms of business organization and the methods of promotion and finance are studied. Office layout and management are featured. Supplementary readings and reports are required of each student. Text: Gerstenberg's Principles of Business. Winter term.

**Course 41. Money, Banking, and Audits.** The meaning of credit. The history and development of money and exchange. The business of banking as a part of the financial world. General principles of banking and bank accounting. Auditing as a function of organization and management. Purposes of an audit, forms and methods in use, and the underlying principles relating to audits from within the business and by outsiders. Some attention is paid to traffic management and foreign trade. Text: Gerstenberg's Principles of Business and Montgomery's Principles of Auditing. Spring term.



**Course 34. Commercial Law.** This is one of the most important of the commercial branches and is very widely taught in the high schools. Two terms are given to the consideration of Commercial Law. The features to which most attention is given are Contracts, Negotiable Instruments, Sales, Agency, Insurance, Bailments, Partnership, Credits and Loans, Corporations, Real and Personal Property, and Settlement of Estates. The preparation of legal forms is included in the course. Text: Elements of Business Law, Hufcutt. Fall and winter terms.

**Course 36. Salesmanship and Advertizing.** This course includes the study of the laws of appeal and response as applied to business; the advertizement in its composition, form and effectiveness; and the principles of salesmanship (retail, wholesale, manufacturing, and personal). Text: Art of Selling, Sheldon. Fall term.

## SHORTHAND

**Courses 31, 32, 33. Shorthand (First Year).** The development of fonetic writing as conceived by Gregg and worked out in his manual. The Manual is supplemented by work in shorthand penmanship, and in progressive exercises intended to increase finger dexterity and a thorough understanding and skillful application of the principles of shorthand. Text: Manual of Shorthand, Gregg.

**Courses 34, 35, 36. Shorthand (Second Year).** A careful review of the Gregg Manual, followed by progressive dictation taken from standard dictation texts and covering many types of business correspondence. Teaching methods are introduced and insofar as possible students are encouraged to increase their shorthand skill to verbatim speed. The work of the spring term (Course 36) is elective to the extent that the student has the choice between continuing shorthand through the spring term of the second year and a teaching assignment in the training school. Texts: Gregg Speed Studies; Eldridge's Shorthand Dictation Exercises; Regnier's Dictation in Business Literature.

## TYPEWRITING

**Courses 31, 32, 33. Typewriting (First Year).** The touch method insisted upon. The work done in the course is based upon the subject-matter contained in a standard text, such as the Fritz-Eldridge Expert Typewriting. Supplementary work begins during the winter term and consists of direct dictation of plain material for speed and accuracy, plain copy at sight, and blindfold dictation. In the spring term, shorthand transcript work is begun. The formal work includes thirty-six lessons in the text as a minimum requirement for one year's credit. Thirty words, net, per minute, is the rate that pupils are expected to reach at the end of the spring term. Text: Fritz-Eldridge, Expert Typewriting.

**Courses 34, 35, 36. Typewriting (Second Year).** The second year's work begins with a thorough review of fingering, to be followed by that portion of the text not included in the outline for the first year. A portion of the time is devoted to transcript work. Tabulation, rough drafts, and special work in typing makes up the schedule for the winter term. Frequent speed tests as well as examinations for proficiency certificates, are given. In the spring term especial attention is given to Office Training, Filing, and the use of various types of office machinery. Students are expected to reach a speed of sixty words, net, per minute, on plain copy. Text: Expert Typewriting, Fritz-Eldridge; Office Training for Stenographers, Sorelle.



## DEPARTMENT OF RURAL EDUCATION

This Department was organized to meet the need which has arisen from the growing consciousness of the importance of that social unity, The Community. A study of community life has led to a recognition of certain well-defined types of communities such as the industrial, the commercial, the mining, the suburban, and the agricultural. The most influential factor in giving color to a community is its main vocational concern, or how people, in the main, get their living. It is being recognized that the institutions of the community should conform to the type of community life. It is evident that the school should take on the color of the community it serves, hence its teachers should have training specifically for the type of school they are to teach.

The most common type of community in Illinois is that which has agriculture for its main concern. There are about nine hundred little towns in the state which have no industry other than that of serving the farming countryside around them. These little towns and the countryside form nine hundred communities of a distinctive type and should have a distinctive type of school and a distinctly trained teacher. Some of these schools are ungraded one-room schools, some are open country consolidated schools, some are little-town graded schools, some are graded schools composed of the country and the little town, some are little-town high schools, some are township high schools and some are community high schools. Over three-fourths of the high schools in Illinois are rural high schools enrolling from a dozen students to a hundred-fifty.

This Department aims to prepare teachers for work in communities of this type. The special courses are classified as follows:

### 1. For One-room Country Schools.

A three-year Curriculum (N) for eighth-grade graduates. Students who have had two years of high-school work may complete Curriculum (N) in two years. The completion of this curriculum counts two years toward the regular normal-school diploma. Curriculum L provides the remaining courses needed for graduation. Upon finishing this curriculum students are given a special certificate testifying to the accomplishment of this work.

## DESCRIPTION OF SPECIAL COURSES IN THIS CURRICULUM

**Course 21. Country School Curriculum.** This course deals with methods of teaching the common school branches as outlined in the State Course of Study. A week, more or less, is devoted to spelling, language, arithmetic and the other school branches. A part of the time is spent in observation of the work in the Training School. Texts: Charter's Teaching the Common Branches; State Course of Study. Fall and first summer terms.

**Course 22. Country-School Management.** This course deals with problems of the school grounds, heating, ventilation, care of equipment, the making of study and recitation programs, supervision of play and playgrounds, and mechanized routine. Text: Cutler and Stone's The Rural School, Its Methods and Management. Winter and first summer terms.

**Course 23. Country-School Problems.** This course deals with the school district and the community of which the district is a part; with problems of health, sanitation, recreation, shifting of population, and roads with organizations such as the Farm Bureau, Home Bureau, Grange, Boy Scouts, Camp Fire Girls, Community Clubs, Parent-Teacher Clubs, the consolidated school, etc.; all with a view to giving the student a broader outlook of the life and problems of the open country. Texts: Cubberly's Rural Life and Education, Collateral Readings. Spring and first summer terms.

2. For One-room Country Schools.

A two-year Curriculum (M) for high school graduates; also adapted to teachers in graded village schools using the State Course of Study and to those looking forward to supervisory work of country schools.

## DESCRIPTION OF COURSES

**Course 31. Country-School Curriculum, Observation and Participation.** A careful analysis is made of the State Course of Study. A week, more or less is devoted to each common school subject followed by observation of the teaching of that subject in the Training School. In February and March the students who are completing their work are sent out for three weeks to separate country schools, to live with the teacher, to observe, to assist in the management, care and instruction of the school. Texts: Charter's Teaching the Common Branches, State Course of Study.

**Course 32. Organization of the Ungraded School.** This course deals with country school ideals and how to realize them thru organization and management. Text: Cutler and Stone's The Rural School, Its Method and Management. Much Collateral reading. Spring and first summer terms.

**Course 33. Rural Hygiene.** A course dealing with the hygienic and sanitary problems of country life. Winter term.

3. For Little Town Graded and High Schools and Rural Community High Schools. Special courses may be elected in Curriculums K and L and by those taking the Home Economics and Agricultural Curriculums.

The following courses deal with the educational and social problems of the little town and its community and are intended to be helpful to those who teach in the small-town graded or high school, or the small community high school.

**Course 32. Social Problems of the Small Community.** (See full description in the Department of Economics and Sociology).

**Course 39. The Village School.** (See full description in the Department of Education).

## PHYSICAL EDUCATION

This Department exists because the state needs as teachers men and women of sound helth who ar traind to care for the physical welfare of their pupils and set before them for imitation the example of a dignified and erect bearing.

Its aims ar threefold:

1. For the individual: to supply systematically one essential element in hygienic living, namly, muscular exercizes of a type which wil be of value not only in promoting helth, but also as wholesome recreation; and to encourage as related to this, proper habits of sleep, ventilation, and diet, to correct common postural defects, and develop as accurate muscular control as may be possible in the time available.
2. For the teacher: to make clear the relation between helth and efficiency, the hygienic demand for systematic exercize in elementary and high school, and to supply a fairly comprehensiv equipment of practical work for use in such schools.
3. For the specialist: to supply adequately in the elementary, and high schools the needed forms of physical activities, and to stimulate interest in helthy and sane living.

Three terms' work in physical training is required of all students, and every effort is made to adapt work to individual needs. This work is to be taken in the first year unless there be excellent reasons for postponing it. A careful record of the helth history of each entering student is taken and a physical examination given. A special class is provided for those thus shown to be unequal to the work provided for the average beginner. In the rare cases where exercize even in this class is not suitable, individual work is prescribed and sufficient observation of class work is assignd to enable the future teacher to conduct simple exercizes in the school-rooms and make intelligent use of games in the school years.

For physical training women ar required to hav a regulation suit, which should be orderd after arrival at a cost of about \$6.50. Every woman needs also an athletic skirt for tennis, hockey, and field work in Nature-Study, Geografy, and other sciences. This may be orderd on arrival or made at home. It should be strong, wide, and of shoe-top length, preferably navy blue or black.

Men require for the gymnasium two black sateen shirts, gray trousers, and black tennis shoes. These can be obtaind after arrival at a cost of not more than \$7.00.

### WOMEN'S ATHLETIC ASSOCIATION

All girls in the school ar eligible for membership in the Girls' Athletic Association. In accordance with the point systm a school letter is awarded to activ members who hav earnd one hundred and fifty points in certain specified ways. The school letter does not stand for interschool athletics, but for sportmanship, skil, perseverance, and helth. Points may be earnd by qualifying in the required Physical Education courses and in any electiv course.

Opportunity is given every student who is physically fit to exercise one hour a day thruout the year. Any of the seasonal sports may be elected. Sport electivs meet twice a week.

#### SPORTS BY SEASONS

FALL	WINTER	SPRING
Tennis	Dancing	Dancing
Hockey	Basket Ball	Tennis
Volley Ball	Bowling	Field and Track
Hiking		Base Ball

### GENERAL COURSES FOR WOMEN

**Course 1.** Plays and games ar taught with consideration of these distinctiv effects and suitability for the use in the playroom or on the playground. Weekly lectures deal with play, physical activities, and helth habits. A thoro physical examination precedes this course.

**Course 1 (A).** Arranged for women whose helth history and physical tests show them not redy for Course 1. Enrolment wil be limited and special attention given to individual cases. Half credit.

**Course 2.** Gymnastics ar introduced together with more difficult forms of games and dancing. Simple forms of work with hevvy apparatus ar practist. One hour a week is spent in lectures and discussions of posture. The latter part of the term one hour a week is spent in practising the teaching of games. Half credit. Text: Posture Training of School Children, Bancroft.

**Course 2 (A).** A continuation of Course 1 (A). Two hours a week is spent in observation of practical work and discussion of text. The remaining time is spent on special program of walks and prescribed exercises. Half credit.

**Course 3.** Gymnastics with hand apparatus, and simple forms of esthetic dancing ar introduced; organized games playd out of doors occupy a prominent place in this course. Weekly lectures ar spent in discussion of the theory of gymnastic teaching; opportunity is given each student to teach a gymnastic lesson to a squad of normal students. Half credit.

**Course 3 (A).** A continuation of Course 2 (A) with discussion of methods in teaching. Half credit.

### SPECIAL COURSES

**Course 31. Anatomy.** A detaild study of the gross structures of the body. Special study is made of provisions for movement—bones, joints, ligaments, and muscles, in preparation for Kinesiology. Major.

**Course 32. Kinesiology.** The mechanics of gymnastic movements, sports, and dancing ar considerd. Major.

**Course 33. Physical Diagnoses.** A consideration of the common defects of school children—tonsils, adenoids, faulty vision, teeth, and hearing, also a brief study of the common symptoms of communicable diseases. Major.

**Course 34. Theory of Teaching Physical Education.** A consideration of the various types of gymnastics, the technique and method. Opportunity is given the members of the class to do practis teaching in the class. Laboratory hours should be saved for this. Major.

**Course 35. Physical Education Administration.** A continuation of Course 34 with time devoted to discussion of helth methods. The last sir weeks wil be devoted to a study of physical education curriculums and the organization of physical education in towns, cities, and recreational centers. Major.

**Course 36. Growth and Development.** A consideration of the characteristics of growth and development of organs and tissues with special regard to periods of acceleration and retardation of structural and functional units. Major.

**Course 37. Nature and Function of Play.** Study of child psychology and the relation of play to the normal development of the child. The latter part of the course is devoted to the practical conduct of play. Major.

**Course 38. Correctiv Gymnastics.** This course deals with the common faults of spine, thorax, shoulder girdle, pelvis, and feet, the cause and symptoms of the defects ar studied, and methods and exercises for correction ar given. Major.

**Course 39. Technique and Organization of Sports.** Rules, organization and methods of coaching. Emfasis is placed on basket ball, hockey, tennis, and base ball. Minor.

**Course 40. Anthropometry.** The principles and methods of taking mesurements of the human body, also simple tests for determination of endurance and co-ordination. Methods of determining types wil be considerd. Minor.

**Course 41. Festivals.** A study of festivals and their relation to the curriculum. Methods of organization, and the festival to art, music, dancing and literature. Major.

**Physical Activities I.** Practis of games and dances for the elementary school.

**Physical Activities II.** Free standing exercises without hand apparatus, practis on hev y apparatus, and folk dancing.

**Physical Activities III.** Organized games and advanst folk dancing.

**Physical Activities IV.** Advanst gymnastics, apparatus work, and folk dancing.

**Physical Activities V.** A continuation of work done in IV with the addition of work with hand apparatus.

**Physical Activities VI.** A continuation of V.

**Dancing I.** A study of dancing movements including natural dancing, and the ballet technique; with emfasis on the suitability of various types in high schools, clubs and recreation only.

**Dancing II.** A continuation of VI, with emfasis placed on the acquisition of skil and interpretation.

**Dancing III.** A continuation of II.

**Special.** Students of physical education must elect a seasonal sport each term in order to secure full credit in any of the physical activity courses.



## COURSES FOR MEN

All men, except those physically disabled, are required to take the first three courses during the first year of attendance, unless acceptable reasons are given for not doing so. All such men must have the work completed before graduation, unless excused at opening of the school year before graduation time.

**Course 7. Base Ball, Foot Ball, Soccer, and Tennis. Practis:** Four periods per week. Base ball, foot ball, and tennis will begin with the opening of the term. Soccer will take the place of base ball when cold weather comes. Each man must show a certain degree of skill in two of the four sports to obtain credit for the fall term. **Pedagogy:** One period per week. 1. Rules for foot ball, soccer, and tennis. 2. Lectures on personal hygiene, training and first aid. **Books:** Official Foot Ball Guide, Official Soccer Guide, Official Tennis Guide, Note Book. **Minor.**

**Course 8. Elementary Marching, Calisthenics, Heavy Apparatus, Volley Ball, Indoor Base Ball, and Basket Ball. Practis:** Five periods per week. Winter term. **Minor.**

**Course 9. Base Ball, Track and Field Athletics, and Tennis. Practis:** Four periods per week. Base ball two periods. Track work two periods. Credit will be given for tennis two periods per week, provided one period is given to baseball and one to track work. **Pedagogy:** One period per week. Rules for base ball. Rules for track and field. Training. **Books:** Official Base Ball Guide, Intercollegiate Athletic Handbook, Note Book. Spring term.

**Course 32. Autumn Sports. Practis:** With University foot ball team, or class team in base ball and soccer. **Pedagogy:** Four periods per week. 1. Rules of foot ball, soccer, and tennis from the standpoint of coaching and officiating. 2. Officiating in class games and Varsity practis games. 3. Training. 4. First aid to injured. **Books:** Official Foot Ball Guide, Official Soccer Guide, Official Tennis Guide. Text-books will be announced at opening of the term. Fall term. **Major. Prerequisite:** Course 7.

**Course 33. Gymnastics for Men. Practis:** Two periods per week in intermediate gymnastics—free handwork, light apparatus, and heavy apparatus. **Pedagogy:** Three periods per week. Practis in teaching marching and gymnastics. Place of physical training in education. Leading systems of gymnastics. Methods of teaching. Physiological effects of exercise. **Books:** Teaching of Elementary School Gymnastics, W. P. Bowen; Manual of Marching, Cornell and Berry; Official Basket Ball Rules; Official Volley Ball Rules; Note Book; extensive library work. Winter term. **Major. Prerequisite:** Course 8.

N. B.—Those taking this course will need to keep open either the seventh period or the eighth period two days per week to use in teaching squads in Course 8.

**Course 34. Spring Athletics. Practis:** University base ball and track team, or class base ball and track team. **Pedagogy:** Four periods per week. Base ball rules from standpoint of coaching and officiating. Track base ball rules from standpoint of coaching and officiating. Athletic administration. Management of athletic meets. Play and playgrounds. Spring term. **Major. Prerequisite:** Course 9.

## COURSES IN LIBRARY METHOD

**Course 1. Elementary Reference Work.** Ten lessons for all first-year students. The practical part of the work is to be applied by each student to the work that he has on hand for the term. Wednesdays to take the place of Physical Training. An equivalent course from another educational institution may be substituted for this one, upon application to the librarian. Students who have had no such course, but have used a library considerably will be given the opportunity to carry this work by examination, if they apply promptly. Required of all students.

**Course 2. The Formation and Care of School Libraries.** Five weekly lectures. Spring term and first summer term. Course illustrated with exhibits of books and library equipment. An hour a week outside of the lectures will give full time for examining the exhibits and arranging the note-books. No credit.

**Course 3. Library Practis.** The librarian offers a course also in library apprenticeship which includes simple details of the care, management, and use of a library, with mending books, mounting pictures, etc. From four to six students are employed each term as library assistants; this affords further instruction and practice in library administration. Special assistance is offered to juniors and seniors in the preparation of term papers and graduation themes. No credit.

## KINDERGARTEN DEPARTMENT

The Kindergarten-Primary Curriculum, two years in length is offered to meet this demand. It prepares students to teach either in the kindergarten or the first two grades of the elementary school. Students who take this course should enter at the beginning of the fall term. They must be graduates of an approved high school or have done equivalent work. All applicants are required to have enough knowledge of music to sing simple melodies with pleasing quality of tone and to play simple rhythms. Students who are deficient in music may enter this course, provided the deficiency is made up before graduation.

The Kindergarten classes, proper, run thru the year. The courses are offered but once during the year and should be taken in the order in which they are scheduled. No kindergarten courses are taught during the summer session.

One term of observation and two terms of teaching in the kindergarten are required. The observation is closely related to the course in Child Study and should be taken in the fall term. Two terms of teaching in the primary grades are required.

**Course 31. Play Material.** A study will be made of the play materials of childhood. Froebelian materials and other selected play materials will be discussed to discover their fitness as mediums of expression, as well as their educational value. Practical work will be given in the making of toys, the use of nature materials and other materials which lend themselves to the various projects of the Kindergarten-Primary Curriculum. Text: Experimental Studies in Kindergarten Education. Teachers College Record. Assigned Readings.

**Course 32. Plays and Games.** In this course a study is made of the play instincts of childhood. Plays and games adapted to the age and interest of children are considered, their physical and social values noted and practice given in the playing and directing of games. A classification of plays and games for use in the kindergarten and primary grades is made including ball games, rhythmic plays, dramatic plays and traditional or folk games.

**Course 33. Story-Telling.** A study of different kinds of stories, their source and educational value. Principles of selection, adaptation and classification are considered, and opportunity is given to tell stories to different groups of children. Text: For the Story Teller, Bailey.

**Courses 34 and 35. Child Study.** Observation of children, with a study of their instincts, interests and activities forms the basis of this course. The periods of child development and the play activities characteristic of different periods are studied in their relation to the work of the kindergarten—modern child study literature is used for reference. Text: The Child, Tanner.

**Course 36. Kindergarten Principles.** This course includes a study of the principles and method of the kindergarten, with a survey of its history and growth. A comparative study of Froebel and Montessori, and a consideration of the work of some present day educators. Texts: The History of the Kindergarten in American Education, Vandewalker, The Montessori System Examined, Kilpatrick, Froebel's Educational Laws for all Teachers, Hughes.

**Course 37. The Kindergarten Curriculum.** In this course a study is made of the subject matter of the kindergarten, the manual activities, plays, games, language, literature, music and nature study with reference to its organization. The fundamental factors in the making of the kindergarten curriculum are discussed, also the relation of the kindergarten to the first grade. Text: The Normal Child and Primary Education, Gesell.

**Course 38. Special Kindergarten Course.** This course is planned for primary teachers who wish some knowledge of the principles and practice of the kindergarten. It is recommended to teachers who are training for primary work. All phases of kindergarten work are discussed, with daily observation of groups of children.

## **COURSE OF STUDY IN THE ELEMENTARY TRAINING SCHOOL**

Only a brief statement of the course is given below. A detailed analysis by subjects, years, and terms will be furnished on application.

**Literature.**—Literary selection of recognized merit from the basis of the reading work of the grades. Mother Goose, Fairy Tales, Myths, and Legends, including such well-known selections as Robinson Crusoe, Hiawatha, and the Jungle Book; and short stories and poems provided in the Readers are employed in the first three grades. Longer selections of recognized merit form the basis of the work in the upper grades. The attention to the tools of interpretation is continued through the upper grades, more and more stress is put upon interpretation and appreciation.

**Reading.**—There are three lessons in reading each day in the first and second grades and only one lesson daily in the other grades. Much attention is given to silent reading in the upper grades and consequently study-recitation exercises occur frequently.

**Writing.**—Exercises in writing occur daily in the lower grades and about three times each week in the upper grades.

**Spelling.**—Spelling is taught in connection with the other subjects in all grades. Special lessons in spelling are given daily in the lower grades and on the average of about three days each week in the upper grades.

**Language.**—Incidental training is given in Language thru the first six grades, and written composition is given twice a week in the seventh and eighth grades.

**English Grammar.**—Lessons in technical grammar are taught three days each week in grades seven and eight. The work outlined in Illinois Course of Study is followed.

**Arithmetic.**—The Illinois State Course of Study is followed thruout the eight years. The amount of stress given to the several topics is determined by the needs of the pupils.

**Geography.**—Daily lessons from the third year thru the seventh are taught in Geography. Home Geography is given in the third year; a study of the world as a whole in the fourth year; America and Europe in the sixth year; Asia, Africa, Australia, and final study of United States in seventh year.

**History.**—Life of the American Indians is presented in the third grade. Pioneer history stories, heroes of other times, three great seamen, and other early explorers, are treated in the fourth grade; permanent settlement and the subsequent history of the United States are taught in the other grades, including a brief sketch of their European background.

**Civil Government.**—Civil government is taught in the third term of the eighth year.

**Nature Study.**—There are daily lessons on topics related to the garden, the campus, the greenhouse, or on topics involving physical science. During the fall and spring terms, there are lessons on alternate days in the four upper grades. During the winter terms these grades give attention to hygiene, sanitation, and physiology.

**Elementary Physics.**—The work in Nature Study involves many problems in elementary physics.

**Physiology.**—During the winter term, there are daily lessons on hygiene and sanitation in grades five and six and in physiology in grades seven and eight.

**Music.**—Thruout the entire school year, twenty minutes daily are given to Music in the several grades.

**Art.**—Daily exercises in Art occur in all grades thruout the school year.

**Manual Training.**—Exercises in Manual Training occur on alternate days thruout the school year in grades five to eight inclusive.

**Sewing.**—Sewing exercises occur on alternate days in grades five to seven inclusive.

**Cooking.**—The girls of the eighth grade have two hours of cooking on alternate days. During the fall and winter terms the work consists of the theory and practice of cooking. During the spring term it consists of preparing the meals for the school cafeteria.

**Physical Training.**—There are daily exercises in gymnastics in all grades in the elementary school.



## PRACTIS TEACHING

The Training Department consists of the Elementary School, including a kindergarten and eight grades, and of the University High School. The school of the Soldiers Orphans Home, with nearly four hundred pupils, is used as a school of observation and practis. Twenty-three teachers devote their entire time to this department; several others assist in the training-school work.

The Training School is designed to give careful and extensive training in the art of teaching in all grades and in all the special subjects taught in public schools. Each student in the Normal School and Teachers College is required to teach three terms. In some cases the daily observation and criticism of a class, followed by a written or oral discussion are taken in lieu of one term in each of the three departments, Primary, Intermediate, and Grammar School. But students desiring to fit themselves for any particular grade of school work, or any special branch of study, are given an opportunity to do so. Teachers of satisfactory training and experience who wish to prepare themselves for expert work as training teachers are allowed all the advantages of the Training School.

The work of teaching is carefully supervised by the training teachers. Each student teacher is required to write out the plans of recitation one week in advance. These plans are closely examined by the training teacher and, where necessary, discussed with the student teacher and revised. The instruction itself is also observed by the training teacher, and helpful criticisms are given in private. Each practising teacher is held fully responsible for the control and management, as well as for the instruction of the class. He is expected to develop skill and power in management and instruction of a class as a whole and at the same time to study and adapt the work to the individual ability and disposition of each pupil. As far as possible during the last two terms of his instruction, the student teacher is given charge of a room; so he is supervising one class at the same time that he is teaching another.

Each week, two illustrative or "critique" lessons are given by experienced teachers. Teachers and observers are required to observe one of these lessons each week. An hour following the lesson is devoted to its careful discussion under the direction of the supervisor of the Training School. This gives each teacher an opportunity each term to see eleven such lessons carefully presented and thoroughly discussed.

In all observation of the students attention is directed—

1. To the teacher's preparation for the work through mastery of subject-matter, lesson planning and providing external means.
2. To the teacher's skill in teaching as shown in skill in assignment, in skill in questioning, in energy, in discipline, in power of holding attention through interest, in readiness to meet emergencies, in attention to details of form and position, in ability to discern and meet the needs of individual pupils, in the use of apparatus and other aids, in attention to the physical condition of pupils, in attention to the language of pupils.
3. To the teacher's personal fitness as revealed in his attitude towards his pupils and his work, his ability to make use of criticism, his voice, language, manner, and personal care in mechanical work.

Certain students are also appointed regularly to supervise the children at noon, recesses, and during study periods.

The training teachers present illustrative lessons, at such times as are convenient, for the benefit of the students who are preparing for work in the Training School.



## REGISTER OF STUDENTS

## TEACHERS' COLLEGE GRADUATES

## SENIOR COLLEGE

NAME	COUNTY	POSTOFFIS
Adam, Isabel Knight	McLean	Normal
Bullock, Hazel	McLean	Normal
Connell, Marguerite Regina	Madison	Alton
Curtius, Florence Marquise	Greene	Carrollton
Daniels, Louise	McLean	Normal
Garlough, Zoe Irene	McLean	Bloomington
Gipson, Lela Ethel	McLean	Bloomington
Killough, Edna Marion	Knox	Abingdon
Runeberg, Esther Elenora	Ford	Paxton
Schilling, Elsa Ernestine	McLean	Bloomington
Shuman, Helen Anna	Woodford	El Paso
Wynd, Florence	Logan	Mt. Pulaski
Danneberger, Charles Obourn	Shelby	Shelbyville
Evans, George Tryner	McLean	Bloomington
Hyatt, Joseph Lewis	(Indiana)	Benham
Jenkins, Berle Lawrence	DeWitt	Clinton
Nelson, Gilbert Demorest	McLean	Bloomington
Robinson, Joseph Hugh	Jackson	Murphysboro
Townsend, Clarence Edward	Sangamon	Springfield
Underbrink, Henry Elton	(Missouri)	Archie

## JUNIOR COLLEGE

NAME	COUNTY	POSTOFFIS
Arends, Lillian Viola	Ford	Melvin
Bunker, Hettie Isabelle	Sangamon	Chatham
Caldwell, Mary Lucille	McLean	Arrowsmith
Currie, Ada Irene	Iroquois	Loda
Day, Ellen Daisy	Macon	Moweaqua
Dean, Elsie Lora	McLean	Arrowsmith
Dining, Margaret Veronica	Lawrence	St. Francisville
Falkins, Ercel Louise	Mason	San Jose
Freitag, Jessie	Tazewell	Minier
Giddings, Helen Miriam	Iroquois	Gilman
Grubb, Julia Margaret	Sangamon	Cantrall
Hartman, Hary Rachael	Greene	Berdan
Heldt, Louise	Sangamon	Springfield
Henderson, Mrs. Stella	McLean	Normal
Holloway, Hazel	Livingston	Forrest
Jacobssen, Irene H. S.	McLean	Bloomington
Jeffries, Dorothea	Livingston	Dwight
McClure, Edna Anna	Tazewell	Mackinaw
McLaughlin, Irene Gladys	Henry	Alpha
Maxson, Louise	McLean	Bloomington
Metzger, Nellie Lucille	Fayette	Shobonier
Pils, Meta Henrietta	McLean	Lexington
Phillipp, Alma	Mason	San Jose
Rathje, Esther Marie	Will	Peotone
Reinhardt, Emma	Pike	Pittsfield
Redman, Dorthy	McLean	Normal
Sabin, Mary Meliscent	Union	Anna
Schroeder, Irma Marie	McLean	Normal
Shaner, Mildred Irene	Bureau	Neponset
Sharp, Ferne	McDonough	Blandinsville
Spencer, Margaret Lorene	Morgan	Murrayville
Stoutenborough, Dorothy	Macon	Decatur
Stroheker, Cora Jane	Pike	Barry
Thulin, Alice Christine	Henry	Alpha
Trovillion, Jeanne	Pope	Colconda
Vannier, LaBelle Mercedes	Scott	Bluffs

## NORMAL SCHOOL GRADUATES

NAME	SECTION	COUNTY	POSTOFFIS
Allen, Agnes Morgan	A	McLean	Normal
Allen, Hazel		Woodford	Eureka
Armstrong, Ruth Baylor	L	McLean	Normal
Barr, Bertha	A	Ford	Gibson City
Belsly, Josephine Ada	F	Tazewell	Washington
Belt, Lillie Pemberton	B	McLean	Saybrook
Blackburn, Edith May	L	McLean	Normal
Boswell, Marguerite	C	Bureau	Neponset
Buchanan, Kathryn	G—H	McLean	Normal

NAME	SECTION	COUNTY	POSTOFFICE
Buchanan, Rosalia	G—H	McLean	Normal
Buzzard, Maude	G—H	Lawrence	Summer
Cameron, Ida	B	Christian	Pana
Carson, Marie Lavery	B	Kankakee	Kankakee
Cline, Melba Elizabeth	J	McLean	Le Roy
Cooke, Mary Gertrude	B	McLean	Bloomington
Cooper, Laura Longstreet	A	Macon	Maroa
Cosgrove, Catherine	D	Livingston	Odell
Crookshank, Rachel	L	McLean	Randolph
Crowell, Dana Arline	J	Morgan	Waverly
Dale, Fern Christine	A	Champaign	Seymour
Dare, Edna Frances	C	Mason	Mason City
Davey, Susie Agnes	B	LaSalle	Lostant
Doty, Helen Letitia	D—F	McLean	Normal
Dyroff, Esther Amalia	B	St. Clair	Dupo
Dyroff, Hilda Caroline	B	St. Clair	Dupo
Farrell, Gladys	C	McLean	Bloomington
Fellingham, Susan	B	Grundy	Mazon
File, Evelyn Myra	C	Montgomery	Irving
Flach, Opal	A	Iroquois	Crescent City
Foster, Lelia	A	McLean	Bloomington
Fry, Opal Matilda	G	McLean	Bloomington
Gascho, Lottie Esther	J	Madison	Godfrey
Goliike, Esther Elizabeth	A	Madison	Alton
Gregware, Lula Fern	D	Madison	Collinsville
Hagerty, Agatha Leona	C	Livingston	Dwight
Hanson, Dorothy Elizabeth	B	McLean	Normal
Hatton, Wilma Vera	B	McLean	Normal
Hopkins, Lora Mabel	B	Greene	Roodhouse
Howard, Charlotte	F	McLean	Bloomington
Hoyt, Irene	G—H	Clinton	Trenton
Hubbart, Faith Iris	C	Piatt	Monticello
Johnson, Edith	C	Will	Joliet
Johnston, Emi Martha	B	Sangamon	Springfield
Kelley, Dortha Perdine	B	Jefferson	Opdyke
Killough, Elizabeth	B	Knox	Abingdon
Kumler, Margaret Susan	F	McLean	Bloomington
Langdon, Rosemary	C	Will	Joliet
Laws, Vivian	G—H	Richland	Olney
Lovell, Sylvia Helen	A	McLean	Bloomington
Lynch, Josephine Mary	C	(Iowa)	Mason City
McDonald, Katherine	C	Hardin	Cave-in-Rock
McQueen, Jean Elizabeth	B	Winnebago	Rockford
Merchant, Cora Adella	A	McLean	Normal
Meyer, Florence	C	McLean	Bloomington
Mitchell, Ethel Lillian	G—H	McLean	Bloomington
Murray, Ruth Ellen	L	Iroquois	Cissna Park
Nelson, Lottie Mabel	L	McLean	Bloomington
Neubauer, Clara Bertha	G—H	Madison	Highland
Noble, Florence Rosemary	B	McLean	Heymouth
Olsen, Hazel Leone	J	McLean	Normal
Oyes, Vera Ann	A	LaSalle	Streator
Peters, Nelle	J	Edwards	West Salem
Price, Bernice Helen	G	Madison	Alton
Puderer, Irma Luella	C	St. Clair	Belleville
Ramsay, Edith Mabel	J	LaSalle	Dana
Rau, Della Blanche	G	Macon	Blue Mound
Reeves, Luella	B	Pike	Griggsville
Reime, Catherine Pauline	J	Greene	Carrollton
Remmers, Inez Dorothy	J	Lee	Dixon
Rentchler, Alice Margaret	H	St. Clair	Belleville
Springer, Laura Marie	G—H	McLean	Stanford
Stoltz, Ida Jane	J	Lawrence	Lawrenceville
Sunnen, Zeta	A	LaSalle	Streator
Thiel, Florence Gertrude	C	Winnebago	Pecatonica
Todd, Veta Mae	A	DeWitt	Clinton
Varney, Valma Elizabeth	D	Tazewell	Delavan
Vincent, Ila	B	Sangamon	Springfield
Wait, Helen	A	Vermilion	Danville
Watters, Jessie Louise	F	Vermilion	Potomac
Welman, Edna Agnes	B	Moultrie	Lovington
Williamson, Mary Louise	C	St. Clair	East St. Louis
Wilson, Consuelo Ida	A	Montgomery	Nokomis
Winchell, Helen Lucile	L	McLean	Bloomington
Woodward, Madge Lorraine	C	(Oklahoma)	Pryor
Wrede, Lillian Elizabeth	C	Ford	Roberts
Yates, Margaret Laura	C	Pike	Griggsville
Althaus, Carl	E	LaSalle	Mendota
Beckman, Harold Edward	E	McLean	Bloomington

NAME	SECTION	COUNTY	POSTOFFIS
Burress, Ernest Urdmon	E	Bureau	Tiskilwa
Christ, Frank Charles	J	McLean	Normal
Cornwell, Ralph Hubert	E	McLean	Gridley
Drone, Arthur Edward	A	Gallatin	Ridgway
Harrison, Jean Paul	I	McLean	Bloomington
Hertel, Alfred Louis	A	St. Clair	Belleville
Hertel, Louis John	A	St. Clair	Millstadt
Huffman, Millard Hector	J	McLean	Cropsey
Mapes, Paul Edwin	A	Henry	Annawan
Perry, Charles William	J	McLean	Normal
Phelps, Charles Fenton	I	Iroquois	Hoopeston
Tobias, Howard	E	McLean	Normal
Wetzel, Perry Clifford	L	Richland	Calhoun

## UNDERGRADUATE STUDENTS

TEACHERS COLLEGE AND NORMAL SCHOOL

September 1920 to June 1921

NAME	SECTION	COUNTY	POSTOFFIS
Abrahams, Louise	P	Tazewell	Pekin
Albright, Helen Marie	J	McLean	Bloomington
Ames, Florence Isabelle	P	McLean	Hudson
Anderson, Mary Alice	L	Macoupin	Carlinville
Arnett, Dorothy Grace	G-H	Cook	Chicago
Atkin, Marjorie	K	(Michigan)	Negaunee
Baker, Helen Elizabeth	G-H	Champaign	Tolono
Barger, Lexa Fay	B	Douglas	Tuscola
Bean, Alice Miriam	G-H	Macon	Bule Mound
Bennett, Lela Joy	K	Clark	Martinsville
Bennett, Virgil Ruth	C	Piatt	Monticello
Berry, Gladys Dena	K	Macon	Decatur
Black, Ruth Gertrude	K	Tazewell	Pekin
Blackburn, Florence	L	McLean	Normal
Blackmore, Pearl	N	Ford	Gibson City
Blair, Creta Inez	K	Vermilion	Rossville
Bloomer, Mabel	K	McLean	Normal
Bodkey, Bessie	K	Macoupin	Palmyra
Bond, Hazel Marie	J	Ford	Gibson City
Bone, Louise Maurine	O	McLean	Normal
Bonifield, Bernice	C	Macon	Decatur
Botkin, Hazel Florence	B	McLean	Lexington
Boucher, M. Corinne	K <sup>s</sup>	Tazewell	Mackinaw
Bower, Irene	K	Bureau	La Moille
Boyd, Lois Mayette	N	Henry	Prophetstown
Britton, Blanche	B	Union	Anna
Bullock, Clara Edna	K <sup>s</sup>	McLean	Normal
Butler, Greta Annice	B	McLean	Saybrook
Callahan, Noretta	K	Lee	Amboy
Cannon, Edith Maude	N	Sangamon	Loami
Carlton, Maurine	K	McLean	Bloomington
Chinn, Ruth Boyer	P	McLean	Bloomington
Chism, Josephine	K <sup>s</sup>	McLean	Bloomington
Clelland, Frances	G-H	Grundy	So. Wilmington
Clements, Marie Mildred	A	Vermilion	East Lynn
Collins, Verna Adele	K	Madison	Highland
Comisky, Teresa Mary	B	LaSalle	Leeds
Conner, Elva Maude	A	Piatt	De Land
Conway, Margaret T.	A	Mercer	Aledo
Cook, Audrey Naomi	A	LaSalle	Streator
Cope, Vera Beatrice	G-H	McLean	Arrowsmith
Corbitt, Leora Kathryn	A	McLean	Gridley
Crawford, Rachel Irene	L	Fayette	Potoka
Crompton, Mabel	K <sup>s</sup>	Rock Island	Rock Island
Crook, Margaret	L	Randolph	Red Bud
Curran, Hazel May	B	Brown	Versailles
Currie, Mary Elizabeth	K	Iroquois	Loda
Daring, Daisy Clarice	A	Winnebago	Rockford
Decker, Ruth Hazel	C	(Iowa)	Rockwell City
Deems, Lorena Velma	L	McLean	Normal
Dirck, Blanche Marion	N	Henry	Geneseo
Dishong, Sara Elizabeth	A	Lee	Franklin Grove
Dobbs, Crystal Alma	P	Tazewell	Mackinaw
Dodd, Mabel Lois	N	Sangamon	Curran
Dooley, Dorothy	K	McLean	Le Roy
Dougherty, Anastasia	N	Livingston	Chenoa
Drynan, Ethel Lucretia	K	Iroquois	Danforth

NAME	SECTION	COUNTY	POSTOFFICE
Fieldhouse, Bernice	B	Peoria	Peoria
Fincham, Alta Marie	K	McLean	Towanda
Fowler, Florence Althea	M	Kankakee	Aroma Park
Fox, Marie Elizabeth	K	Champaign	Ivesdale
Franklin, Cora Ellis	C	Vermilion	Rankin
Freitag, Grace Agness	K	Tazewell	Minier
Fretty, Anna Louise	B	Vermilion	Rankin
Gebhart, Celia Christine	G-H	Christian	Stonington
Gibbs, Ella Beatrice	K <sup>3</sup>	McLean	Gridley
Gilmore, Ailene Gertrude	G-H	McLean	Arrowsmith
Gipson, Frieda Mae	K	McLean	Bloomington
Girard, Belle Irma	L	Iroquois	Clifton
Glosser, Gladys Lovenia	C	Macon	Forsythe
Gooch, Olive Eliza	A	Lee	Amboy
Gordon, Floy Etta	C	Clinton	Carlyle
Gragg, Mrs. Mary A.	K	Macon	Decatur
Gray, Bessie May	A	Christian	Pana
Earl, Verna Evelyn	J	LaSalle	Dana
Early, Marcella Brigid	B	Champaign	Champaign
Eichman, Helen Louise	K	McLean	Bloomington
Eide, Alice Gertrude	D	Grundy	Gardner
Ellingsworth, Mabel	A	Henry	Geneseo
Fairchild, Agnes Elda	P	McLean	Normal
Ferris, Haskell Margaret	B	McLean	Bellflower
Green, Beulah Cecil	K	Scott	Naples
Green, Mildred Lillian	K	Greene	Carrollton
Greiner, Elsie Louise	B	Woodford	Metamora
Gronner, Ione Berniece	K	Jo Daviess	Galena
Gronner, Marie	P	Jo Daviess	Galena
Hall, Frances Henrietta	C	Vermilion	Danville
Hampton, Frances	L	Sangamon	Mechanicsburg
Hanson, Tolita Neilsine	G-H	Livingston	Pontiac
Harlowe, Opal	M	McLean	Merna
Harper, Mildred Delight	J	Shelby	Moweaqua
Harrison, Verna	K <sup>3</sup>	McLean	Bloomington
Hawkinson, Elizabeth	C	Sangamon	Springfield
Haynes, Helen Golda	M	Logan	Mt. Pulaski
Heineman, Aurelia	A	St. Clair	Belleville
Herbst, Grace Beatrice	B	Kankakee	Herscher
Hieser, Estella	M	Tazewell	Minier
Hileman, Ruth Bee	K	Iroquois	Loda
Hillmer, Lorena Louise	A	Henry	Geneseo
Hinton, Louise	D	McLean	Normal
Hobbs, Hannah Massee	B	Kane	Aurora
Hoefle, Milda Emily	J	Madison	Highland
Hofferbert, Norma Linda	B	Tazewell	Pekin
Holland, Marion	J	McLean	Bloomington
Hollis, Georgia	K	McLean	Bloomington
Hopwood, Beatrice	K	Menard	Athens
Huffington, Chloe	B	McLean	Normal
Hughes, Emma	K <sup>3</sup>	Hancock	Dallas City
Hunter, Oneita Meryl	K	McLean	Normal
Hunter, Retta	A	LaSalle	LaSalle
Jacklin, Florence Esther	B	LaSalle	Streator
Jeffrey, Dorothy	K	Ford	Loda
Jenkins, Ruth Ethel	P	McLean	Normal
Johnson, Ada Geraldine	C	Tazewell	Minier
Johnson, Eleanor V.	B	Bureau	Princeton
Johnson, Erma Keagle	G-H	Ford	Gibson City
Johnston, Mildred	F	McLean	Normal
Jones, Bertha Marie	K	McLean	Normal
Jones, Edythe Agnes	A	Sangamon	Springfield
Jostes, Viola Beatrice	A	Macon	Macon
Kelley, Elizabeth Ellen	N	McLean	Colfax
Kelch, Anna Kathryn	K	McLean	Normal
Kennedy, Teresa Lurena	B	Christian	Edinburg
Ketcham, Maurine Nelle	C	Livingston	Dwight
Kimler, Mary Valetta	K	McLean	Arrowsmith
Kincaid, Marjorie Dean	B	Scott	Winchester
King, Mildred Viola	K	Wabash	Mt. Carmel
Kirby, Anna Irene	K	Christian	Moweaqua
Kraft, Helen Martha	K <sup>3</sup>	McLean	Normal
Kraft, Marian Margaret	K	McLean	Normal
Krominga, Mildred	J	Logan	Hartsburg
Kukuck, Edna Dorothy	A	Kankakee	Kankakee
Kutz, Lena	A	Tazewell	Delavan
Langford, Mary Emma	M	Livingston	Pontiac
Lemme, Liby Louise	O	McLean	Bloomington
Lentz, Ruth Lucile	F	McLean	Normal



NAME	SECTION	COUNTY	POSTOFFIS
Lindsay, Ada Royetta	D	LaSalle	Streator
Lindsey, Wilma Halle	B	Champaign	Mahomet
Little, Dorothea Sale	P	McLean	Normal
Long, Ella Leonore	K	Adams	Plainville
Long, Flossie Wilma	B	McLean	Normal
Lundgren, Hattie	H	LaSalle	Lostant
Lyon, Iona Belle	J	McLean	Normal
McAllister, Margaret	B	LaSalle	Streator
McCurdy, Ada Mae	M	Stark	Bradford
McDonough, Catharine	K	Greene	Carrollton
McDugle, Daisy Esther	B	Kankakee	Reddick
McElheny, Evelyn Lenore	K	McLean	Bloomington
McElhinney, Viola	F	McLean	Normal
McElhinney, Sara Mae	F	Henderson	Stronghurst
McGraw, Alice Mary	B	McLean	Bloomington
McGuire, Irene Edith	K	McLean	Normal
McGuire, Ruth Evelyn	K	Madison	Wood River
Marrs, Elizabeth	A	Tazewell	Pekin
Marshall, Leska Ruth	C	Fulton	Vermont
Masincupp, Daisy Dot	M	McLean	Hudson
Mathew, Inis Lorene	K	McLean	Normal
Matter, Elva Johanna	J	Madison	Highland
Matter, Eunice Louise	C	Madison	Highland
Maurer, Nelle	G—H	McLean	Stanford
Maxwell, Emma	B	Champaign	Tolono
Maxwell, Helen Arletta	A	McLean	Bloomington
Meek, Gertrude Barnett	B	St. Clair	Marissa
Melton, Lois Anna	B	Fayette	Ramsey
Melton, Opal	P	Fayette	Ramsey
Merris, Zeta Marie	J	Scott	Bluffs
McCallif, Fannie Rozina	G—H	Pike	Barry
Meyers, Agnes Clara	L	Stephenson	Florence Station
Meyers, Minnie	L	Stephenson	Florence Station
Michaelsen, Charlotte	G—H	McLean	Bloomington
Migge, Wilhelminia	G—H	Cook	Berwyn
Miller, Martha G. E.	J	Knox	Galesburg
Mitchell, Frances	B	Logan	Lincoln
Montgomery, Mary Luella	B	Knox	Yates City
Morris, Alta Marie	B	LaSalle	Tonica
Morrison, Alice	K	Fayette	Hanson
Munson, Dora Leota	G—H	McLean	Randolph
Murray, Florence	J	McLean	Normal
Muskopf, Ella Sophia	N	St. Clair	Millstadt
Nave, Jessie May	N	Fayette	Bayle City
Nixon, Hazel May	N	Woodford	Goodfield
Norris Winifred	K	Fulton	London Mills
Norwood, Reta Fern	K	McLean	Normal
Nutty, Verna Marion	L	Massac	Samoth
Oakwood, Ruby Edith	K	Vermilion	Oakwood
Parker, Nell Bloomer	D	McLean	Bloomington
Parks, Frances Lillian	A	Greene	Greenfield
Peabody, Grace	D	Christian	Assumption
Peters, Mae Eileen	K	Marion	Sandoval
Phillippe, Bernice Jane	A	Champaign	Champaign
Pitman, Ilo Salome	H	Mercer	Viola
Plankenhorn, Gladys	G—H	Piatt	Weldon
Plunkett, Ellen Mae	G	Cass	Chandlerville
Poos, Roberta Lee	P	Washington	Okawville
Powell, Daisy Madeline	F	McLean	Normal
Powell, Thelma Munson	O	McLean	Bloomington
Pugh, Grace Margaret	K	Mason	Mason City
Purcell, Alice Ree	P	Mason	San Jose
Puterbaugh, Ruth	K <sup>3</sup>	Carroll	Milledgeville
Rauch, Irene	G—H	Fulton	Astoria
Ray, Margaret Elizabeth	A	Knox	Yates City
Reeder, Emma May	A	Scott	Winchester
Rodger, Mildred Agnes	C	Sangamon	Springfield
Ropp, Nellie La Fern	K	Tazewell	Washington
Rose, Esther Fullerton	B	McLean	Arrowsmith
Ryan, Edna Zeller	J	Morgan	Alexander
Sabin, Lora Catharine	B	Moultrie	Sullivan
Sackett, Verna Viola	F	McLean	Normal
Sarver, Alice Leonie	P	Fayette	Ramsey
Sauberli, Esther Hazel	N	Kankakee	Bourbonnais
Schwartz, Monica	J	Champaign	Champaign
Scoggin, Mary Leone	B	Champaign	Bondville
Scott, Florence Margaret	G—H	McLean	Lexington
Scott, Lucille Hazel	C	Montgomery	Raymond
Seib, Selma Olga	M	St. Clair	Millstadt



NAME	SECTION	COUNTY	POSTOFFIS
Shake, Eleanor Lillian	-----C	Sangamon	Springfield
Sharp, Ethel Adalinc	-----A	Lawrence	St. Francisville
Sharp, Inez	-----B	Christian	Taylorville
Shaw, Genevieve Clarissa	-----K	De Witt	Maroa
Sheehy, Theresa Catherine	-----K	De Witt	Clinton
Shelton, Faith	-----B	(North Dokata)	Lakota
Shope, Mildred Emily	-----F	McLean	Bloomington
Silvey, Rowena Mildred	-----M	McLean	Hudson
Singlcton, Erma Ruth	-----A	Iroquois	Buckley
Skillman, Stella Mae	-----B	(Mississippi)	Corinth
Smith, Anne Ethel	-----K	Henry	Geneseo
Smith, Annetta Marie	-----A	Logan	Beason
Smith, Wilma Virginia	-----D	Marion	Patoka
Smitson, Helen Marie	-----P	McLean	Normal
Spiers, Anna Marie	-----B	Putman	Granville
Starr, Catharine Clara	-----L	(Vermont)	Londonderry
Stein, Geneva	-----B	Will	Manhattan
Stenger, Josephine Pauline	-----A	LaSalle	Mendota
Stenger, Mary Elizabeth	-----A	LaSalle	Mcndota
Stewart, Jessie Mabel	-----P	Peoria	Peoria
Storm, Alice Cary	-----A	Will	Joliet
Strouse, Helen Ruth	-----C	McLean	Bloomington
Suffield, Helen Elmarine	-----M	Tazewell	Green Valley
Tanner, Lois Virginia	-----A	McLean	Bloomington
Teager, Nellie Irene	-----K	McLean	Arrowsmith
Thrawl, Phoebe Cathryn	-----K	Christian	Pana
Tillotson, Jessie Inez	-----P	Vermilion	Armstrong
Todd, Florence Mayo	-----B	Kane	Aurora
Trowbridge, Margaret	-----K	Tazewell	Green Valley
Turner, Nellie May	-----N	Logan	Lake Fork
Underbrink, Eula May	G-----H	(Missouri)	Archie
Urch, Mildred Louise	-----B	Kane	Aurora
Verkler, Lillian Belle	-----L	Iroquois	Cissna Park
Voss, Ruth Jennie	-----B	Ford	Roberts
Wagner, Maude	-----B	McLean	Downs
Walker, Edna Mac	-----C	Grundy	Carbon Hill
Wamsley, Edna May	-----B	Douglas	Tuscola
Ward, Elizabeth	-----F	McLean	Bloomington
Warnford, Rachel Stella	-----B	Iroquois	Sheldon
Waters, Fern DeEtte	-----B	Champaign	Urbana
Waters, Jessie Elizabeth	-----A	Champaign	Urbana
Watkins, Nora Gertrude	-----L	Vermilion	Fithian
Wax, Mary Alice	-----C	Henderson	Stronghurst
Webster, Minnie Rebecca	-----N	Champaign	Fisher
Weedman, Esther Mae	-----B	McLean	Normal
Weinheimer, Alice Mae	-----N	McLean	Bloomington
Weinzierl, Clara Louise	-----N	McLean	Danvers
Weiss, Edith Belle	-----C	McLean	Bloomington
Wente, Irene Louise	-----K	Will	Crete
West, Mary Leona	-----C	Iroquois	Loda
Wheatcroft, Dorothy Ann	-----J	White	Grayville
Whiteside, Carmen	-----K	Livingston	Pontiac
Wilkey, Estella	G-----H	Stephenson	Freepport
Wilkinson, Mary Belle	-----C	Madison	Alton
Williams, Lula	-----A	Champaign	Urbana
Williams, Zenobia	-----A	Cook	Chicago
Wilson, Bculah Adalina	-----F	McLean	Arrowsmith
Wilson, Gynetha	-----C	Putman	McNabb
Wilson, Jeanette Pilcher	-----A	Madison	Godfrey
Winegarner, Hazel Merret	K-----3	Macon	Decatur
Allan, Keith	-----K	McLean	Normal
Armbruster, Walter	-----P	McLean	Bloomington
Barber, Lawrence	-----K	McLean	Normal
Beasley, Chester Arthur	-----A	Champaign	Foosland
Bensema, Clarence	-----K	Iroquois	Onarga
Bloomquist, Seagurd	-----E	McLean	Bloomington
Boswell, Lec Halc	-----K	Hamilton	McLeansboro
Bowman, Melford	-----K	Mason	Mason City
Bowyer, Lewis Herbert	K-----3	Piatt	Bement
Bratsch, Walter Arthur	-----I	Edwards	West Salem
Breen, Frank Linn	-----K	McLean	Bloomington
Brentlinger, Harland	-----I	Clay	Louisville
Britt, William Byron	-----I	McLean	Armington
Brookshier, Atwill	-----K	McLean	Bloomington
Bruquist, Robert Edmond	-----P	McLean	Bloomington
Clark, Willerd	-----P	Ford	Piper City
Crawford, Lawrence Monroe	-----J	Tazewell	Hopedale
DeAtley, Glenn Oral	-----K	DeWitt	Wapella
Dewalt, Clyde Willis	-----K	Shelby	Moweaqua

NAME	SECTION	COUNTY	POSTOFFIS
Dickinson, Herbert	K	McLean	Bloomington
Dobbs, Thomas Wiley	L	Shelby	Herrick
Dodson, Raymond Bristol	K	Ford	Roberts
Dodson, Warren Richard	I	McLean	Normal
Down, Royce Charles	P	McLean	Bloomington
Ellison, Harry Oliver	K	Marshall	Wenona
Ensinger, Earl William	E	McLean	Bloomington
Evans, John Watkin	K	McLean	Bloomington
Gray, Rolland Otis	E	Sangamon	Maxwell
Gray, Walter Scott	P	Williamson	Goreville
Grimm, Lester Ray	K	Montgomery	Litchfield
Hall, Willard Wayne	K	Macoupin	Palmyra
Hicks, Ralph Edward	E	McLean	Lexington
Hileman, Whitney	K	Iroquois	Loda
Hilsabeck, Hugh Rudolph	K <sup>3</sup>	Shelby	Windsor
Jack, Paul Ernest	I	Rock Island	Rock Island
Johnson, Leon Henderson	P	Hamilton	Macedonia
Johnson, Lyle	K	McLean	Stanford
Johnson, Ward	E	McLean	Stanford
Jones, James Paul	E	McLean	Normal
Jones, Walton Frank	I	Tazewell	Armington
Jougloff, Christ John	P	Madison	Madison
Kasel, Alfred William	L	St. Clair	Lebanon
Lee, Michael	K <sup>3</sup>	McLean	Bloomington
Litwiller, Otto Bryan	I	Tazewell	Hopedale
Litwiller, William	I	Tazewell	Hopedale
Markman, Chester Amor	I	Edwards	West Salem
Milstead, Harley Porter	L	McLean	Normal
Mohr, Lyle Bricker	K	McLean	Normal
Orr, George Lester	K <sup>3</sup>	Wayne	Cisne
Pettit, Charles Alonzo	P	McLean	Bloomington
Radley, Joseph Edward	P	McLean	Bloomington
Reynolds, Clyde Raymond	I	McLean	Armington
Rojas, Abelardo Foire	K	(Cuba)	Caibarien
Roman, Hugo	K	Macoupin	Benld
Schluter, Ira Lee	K <sup>3</sup>	Union	Dongola
Schneider, Leonard	K	McLean	Normal
Scrivner, John Henry	K	McLean	Normal
Seybold, Harley	I	Christian	Assumption
Stahlheber, John Elmer	E	Monroe	Red Bud
Sterling, James R.	J	(Indiana)	Hammond
Talbert, Harold Leo	I	Iroquois	Onarga
Taubeneck, Otto Clark	L	Clark	Marshall
Thompson, Charles Albert	E	McLean	Saybrook
Tillotson, Hosea	I	Vermilion	Armstrong
Utterback, Laurxcee	P	Vermilion	Danville
Zumwalt, Elmore	L	Calhoun	Nebo

## MID SPRING TERM, 1921

NAME	COUNTY	POSTOFFIS
Allison, Ina Jane	Sangamon	Springfield
Allison, Oakie Mae	Iroquois	Ashkum
Anderson, Nellie	Vernillion	Potomac
Angleton, Faye Bernice	Christian	Edinburg
Arnold, Emma Henderson	Macoupin	Palmyra
Atteberry, Lois Pauline	Logan	Atlanta
Baker, Nellie	Crawford	Claremont
Banks, Hazel	Mason	Bath
Bankson, Bernice Irene	Moultrie	Bethany
Bardelmeier, Martha A.	Madison	Edwardsville
Barnes, Lillie Lucile	Macoupin	Bunker Hill
Bartholomew, Hazel M.	DeWitt	Farmer City
Beem, Twila May	Lake	Zion
Behme, Grace Lillian	Macoupin	Carlinville
Bell, Lula Marie	Pike	Chambersburg
Black, Harriet May	Mason	Mason City
Bohlander, Esther	Woodford	El Paso
Bone, Katharyn	Moultrie	Bethany
Bonnett, Blanch	Montgomery	Farmersville
Bozarth, Ruth Olive	Woodford	Carlock
Bracken, Martha Emma	Kankakee	Kankakee
Brada, Alberta	Madison	Collinsville
Brooks, Edna Zelia	Madison	Marine
Brown, Bertha Leone	Jefferson	Mt. Vernon
Brown, Gladys Leonora	DeWitt	Parnell
Brown, Naomi	Jefferson	Texico
Buckman, Juanita	Mason	Mason City
Burns, Blanche	DeWitt	Clinton

NAME	COUNTY	POSTOFFIS
Capps, Mabel	Greene	Greenfield
Carper, Muriel Elizabeth	Bureau	Buda
Clements, Cynthia	Vermilion	Danville
Cline, Frances Almeda	Richland	Olney
Colaw, Mrs. Bertha	Tazewell	Pekin
Corl, Aliene Ruth	Bureau	Buda
Crouse, Mary Eleanor	Morgan	Murrayville
Cunningham, Mary	Tazewell	Pekin
Darling, Mrs. Minnie	McLean	Normal
Davis, Martha Anna	Menard	Petersburg
Dawson, Myrtle Louise	Scott	Winchester
DeMatties, Victoria	Madison	Collinsville
Denison, Nina	DeWitt	Farmer City
Dickerson, Rebecca	Sangamon	Illioipolis
Dietz, Mary Ferne	Iroquois	Onarga
Dohrs, Pearl	Morgan	Loami
Drennan, Dorothy	Christian	Taylorville
Dwyer, Alice Mary	Logan	Mt. Pulaski
Dwyer, Hazel Margaret	Logan	Mt. Pulaski
Eckard, Georgia May	Fayette	Ramsey
Edwards, Helen	Greene	Greenfield
Estes, Elenora	Christian	Taylorville
Fairchild, Elda	McLean	Normal
Farmer, Elizanne	Montgomery	Nokomis
Fessel, Grace Charlotte	Wabash	West Salem
Finnegan, Josephine	Macoupin	Staunton
Fitzpatrick, Mabel	Ford	Gibson City
Fitzsimmons, Anna	Sangamon	Pawnee
Foster, Wilma Gertrude	Logan	Atlanta
Fuessley, Elizabeth	Livingston	Fairbury
Fuessley, Jessie Marie	Livingston	Fairbury
Garver, Lysta	Platt	DeLand
Gilmore, Ailene Gertrude	McLean	Arrowsmith
Godbey, Nina Gail	Menard	Greenview
Gooch, Norma Marie	Macoupin	Carlinville
Gowler, Amy	Jefferson	Belle Rive
Grant, Esther Neva	Pike	Griggsville
Gray, Wilma Irva	Sangamon	Maxwell
Greenwalt, Jessie June	Sangamon	Glenarm
Greenwalt, M. Eleanor	Sangamon	Glenarm
Hagarty, Louise Cecelia	Hamilton	Dahlgren
Haines, Hazel	Sangamon	Rochester
Hancock, Stella	Ford	Gibson City
Hanks, Blanche	McLean	Lexington
Hanks, Cecile	McLean	Normal
Harn, Mattie Eva	LaSalle	Tonica
Harris, Faye Marie	Montgomery	Litchfield
Harrison, Iona Marie	Fayette	Vandalia
Hinman, May	Macoupin	Scottville
Hinthorne, Esther Flora	McLean	Normal
Hockenburg, Mamie	Woodford	Metamora
Hoffman, Lois Golden	Shelby	Moweaqua
Holt, Ruth Alma	Woodford	Panola
Howell, Ruth Marie	McLean	Colfax
Huffaker, Martha June	Bureau	Princeton
Hughes, Gertrude Frances	Woodford	Minonk
Huguet, Mary Teresa	Champaign	Ludlow
Illyes, Orma Lois	Wayne	Cisne
Isenbarg, Marie	Mason	Manito
Ishmael, Flossie Evelyn	Cass	Oakford
Jacek, Helen Ramona	Woodford	Minonk
Jackson, Alice	Macon	Decatur
James, Washburn	Vermilion	Danville
Jolliff, Christina	Marion	Patoka
Jones, Eddith Viola	Woodford	Minonk
Jones, Gladys	Montgomery	Harvel
Jones, Mabel LaFerne	Fulton	Lewistown
Jones, Vera Emyle	Madison	Alton
Jostes, Leona Helen	Macon	Blue Mound
Keil, Laurene	Tazewell	Washington
Kennedy, Helen Louise	Iroquois	Loda
Kern, Margaret	Will	Joliet
Kilduff, Dorrel	Macoupin	Staunton
King, Genevieve	Menard	Atterberry
Kinison, Margaret Helen	Scott	Winchester
Kirby, Mildren	Woodford	El Paso
Kirkpatrick, Georgia	Bureau	Tiskilwa
Kirkpatrick, Helen	McLean	Carlock
Koehler, Bertha	Ford	Sibley

NAME	COUNTY	POSTOFFIS
Krause, Helda Louise	Mason	Havana
Kyle, Jessie Mae	McLean	Colfax
Laine, Anna Marie	Iroquois	St. Anne
Leamon, Myrtle	Richland	Olney
Liedel, Louise	Madison	Marine
Lock, Alice	Ford	Paxton
Louthan, Besse	Douglas	Arcola
Lovan, Bessie Roberta	Jefferson	Opdyke
Lovan, Edna	Franklin	Benton
Lyons, Margaret	Woodford	El. Paso
McAdams, Almeda Faye	Jersey	Grafton
McGhee, Mary Elizabeth	Logan	Chestnut
McKee, Lena	Sangamon	Rochester
McKinley, Clea Ruth	Macon	Oreana
McLaughlin, Virginia	Tazewell	Minier
Madison, Dorothy	Iroquois	Clifton
Malone, Emma Jane	Richland	Olney
Markley, Marie Melissa	Iroquois	Clifton
Mattingly, Mary Hulda	Monroe	Prairie du Rocher
Mells, Edith Louise	Woodford	Minonk
Menke, Clarice Irene	Hamilton	McLeansboro
Messer, Ethel	McLean	Lexington
Messer, Faye	McLean	Lexington
Mieher, Selma	Macoupin	Carlinville
Milburn, Bernice Emma	Livingston	Flanagan
Miller, Laura	Bureau	Tiskilwa
Minor, Gladys May	Franklin	Sesser
Moran, Blanche Elmyra	Bureau	Princeton
Morris, Blanche Gladys	Woodford	Panola
Mowrer, Mrs. Lala Lela	Richland	Claremont
Nash, Dorothy Irene	Morgan	Chapin
Negley, Lettie Olive	Fulton	Canton
O'Hara, Grace Ethel	Iroquois	Onarga
Opp, Mrs. Winnie	Livingston	Dwight
Osburn, Clara Thelma	Montgomery	Walshville
Pace, Margaret Hazel	Jefferson	Mt. Vernon
Parkin, Myrtle Maude	Tazewell	Green Valley
Peabody, Mildred	Macon	Decatur
Pecck, Madeline Mary	Washington	Ashley
Pence, Evadna	Christian	Pana
Phipps, Lucile Oliva	Christian	Pana
Pinke, Esther Margaret	Ford	Elliott
Ridgley, Lola Leona	Lawrence	Sumner
Rinehart, Irene Mary	McLean	Gridley
Rogers, Mabelle	Tazewell	Mackinaw
Ross, Alice Prewitt	Vermilion	Danville
Rowe, Viola May	Cook	Chicago Lawn
Runyon, Mattie Irene	Christian	Pawnee
Ruyle, Hazel	Macoupin	Scottville
Saunders, Mavis	Woodford	Secor
Saylor, Clara Marjorie	Greene	Greenfield
Schaad, Vivian Amber	Morgan	Arczville
Schafer, Claudina	Logan	Lincoln
Schloz, Elsie	Christian	Pana
Schwab, Lillie Marie	Macoupin	Carlinville
Sentney, Eva Ruth	Morgan	Chapin
Shinker, Bessie Ellen	Champaign	Ludlow
Skinner, Bessie Irene	Montgomery	Litchfield
Smith, Freeda Olive	Ford	Gibson City
Smith, Nellie Meredith	Moultrie	Dalton City
Snyder, Mona Edythe	Woodford	Lowpoint
Sparks, Mary Fern	Montgomery	Ohlman
Stacy, Dessie	Macon	Decatur
Swanson, Edna Theresa	Ford	Paxton
Tash, Alice	Scott	Bluffs
Todd, Mary Magdalyn	Moultrie	Dalton City
Tolley, Alice	Fulton	London Mills
Tolley, Dorothy Irene	Fulton	London Mills
Travers, Anna Gertrude	McLean	Lexington
Troy, Mayme Marie	Bureau	Cherry
Turney, Grace Edith	Logan	Lincoln
Turner, Esther Solan	Macoupin	Palmyra
Twet, Gertrude	Ford	Gibson City
Umphenour, Gladys	Livingston	Pontiac
Upchurch, Hazel	Brown	Versailles
Van Deventer, Bernice Chenoweth	Brown	Versailles
Van Ness, Chonita	McLean	McLean
Vaubel, Sara Henrietta	Tazewell	Washington
Vollmar, Fannie	Fulton	Fairview



NAME	COUNTY	POSTOFFICE
Wakeford, Gladys	White	Norris City
Walker, Sarah Lois	Ford	Onarga
Walmisley, Hester Agnes	Peoria	Peoria
Webb, Ruth Dorothy	Franklin	Ewing
Wene, Mrs. Hazel	DeWitt	Wapella
Werner, Rowena Victoria	Fayette	Vandalia
White, Pauline Alberta	Montgomery	Farmersville
White, Zetta Leota	Montgomery	Farmersville
Whited, Laura Myrtle	Bureau	Buda
Whitney, Gladys R.	DuPage	Downers Grove
Wilkey, Daisy	Jefferson	Belle Rive
Williams, Edith Ruth	Richland	Calhoun
Wilson, Elsie Marie	Champaign	St. Joseph
Wilson, Mabel	Logan	Beason
Wood, Beulah Amanda	Wayne	Golden Gate
Woodburn, Esther	Ford	Gibson City
Woodruff, Edna	Hamilton	McLeansboro
Woodruff, Lelia Fern	Hamilton	McLeansboro
Worth, Essie	Logan	Lincoln
Wrisk, Lena	Champaign	Homel
Zellars, Mae	Crawford	Landes
Zirges, Esther	Madison	Worden
Armstrong, Joseph	Logan	Lake Fork
Bailey, Roscoe	Clay	Louisville
Baird, William Elbridge	Macoupin	Bunker Hill
Beck, Miles Harold	Fayette	Beecher City
Bentfeld, James	Woodford	Benson
Boyer, Homer Melvin	Macon	Argenta
Busch, Albert Phillip	Madison	Granite City
Canan, John	Calhoun	Batchtown
Dickey, Ernest	DeWitt	Weldon
Doty, Everette Raymond	Richland	Olney
Ellis, Buell John	(Missouri)	Hermann
Feezel, James Jacob	Fayette	St. Elmo
Foiles, Clarence Lowell	Calhoun	Kampsville
Fox, Earl Bane	Cass	Virginia
Fristoe, Dewey Franklin	Fayette	St. Elmo
Fristoe, Wallace Harvey	Fayette	St. Elmo
Garland, Charles	Clay	Clay City
Harpster, Christian	Richland	Olney
Henze, Cornelius	Madison	Alhambra
Kintner, Gay	Piatt	Hammond
Langdoc, Leonard	Iroquois	Onarga
McAdam, Joe Lee	Christian	Pana
McCue, Carl Thomas	Cass	Oakford
McKim, Chester Lincoln	Moultrie	Bethany
Mead, Alva	Wayne	Fairfield
Meeker, Lloyd	Clinton	Trenton
Morris, Melvin Joseph	Fayette	St. Elmo
Morrison, Lynn Craig	Macoupin	Plainview
Moss, William Greenlee	Clay	Iola
Perkins, John William	Piatt	Monticello
Robertson, Leo	Iroquois	Donovan
Robertson, William	Livingston	Flanagan
Roche, John William	Piatt	Bement
Short, William	Macon	Moweaqua
Turner, William	Macoupin	Palmyra
VanBebber, Otis	Macoupin	Palmyra
Utterback, Laurxcee	Vermilion	Danville
Ward, Brewer	Christian	Pana
Wene, Ernest Perry	Clinton	Wapella
Woods, George Sidney	Greene	Berdan



## SUMMER SCHOOL ENROLMENT 1920

NAME	POSTOFFIS	NAME	POSTOFFIS
Abbott, Amy Carolyn	Mahomet	Bangert, Alta Katherine	Palmer
Abell, Della	Mason City	Banker, Hazel May	Forrest
Abischer, Stella C.	Brighton	Bankert, Muriel	Vermont
Abney, Iva Dee	Pawnee	Bankson, Bernice Irene	Bethany
Abrams, Norma Mae	Naples	Barbee, Gwinolen Matilda	Collinsville
Ackason, Nellie Ferne	Waynesville	Barbracke, Mary	Mt. Olive
Adams, Althea Amelia	Aurora	Barco, Pauline Juanita	Oakwood
Adams, Fay	DeLand	Barger, Lillie Marie	Buffalo
Addison, Mae Marie	Ashkum	Barnes, Mrs. Erma Lee	Danville
Agne, Theresa Margaret	Belleville	Barnes, Lura Louisa	Fairbury
Ahlers, Irma Theora	Matthews	Barnes, Lucile Lillie	Bunker Hill
Ahlers, Vernice Carletta	Matthews	Barnhart, Beulah May	Streator
Ahne, Anna Marie	Millstadt	Baron, Bernice Belva	Ashkum
Ahrens, Lillian Florence	Cazenovia	Barr, Bertha	Gibson City
Aitken, Isabel	Fulton	Barr, Elizabeth	Jacksonville
Albrecht, Elsie May	Tiskilwa	Bartlett Emily Mae	Griggsville
Albright, Nora	Minneapolis (Minn.)	Barton, Dema Allnye	Pleasant Hill
Aldrich, Lucretia Marie	Hoopeston	Barton, Fontella Iona	Springfield
Alexander, Eunice Marie	Taylorville	Barton, Ruth Evelyn	Pleasant Hill
Alexander, Mrs. Lillie	Monticello	Bateman, Daily Catherine	Mansfield
Alexander, Mary K.	Taylorville	Baudalow, Esther Alma	Beecher City
Alexander, Portia	Bloomington	Bauer, Adeline Louise	Brighton
Allen, Agnes Morgan	Normal	Baugh, Frank Hazel	Carlinville
Allen, Ella Marie	Virginia	Baughman, Elsie Mae	Odell
Allen, Madge Loraine	Mackinaw	Baumer, Marie Elizabeth	Princeton
Allen, Ruth Miriam	Normal	Baxter, Mrs. Anna Lyde	DuQuoin
Allison, Mrs. Arria A.	Streator	Beal, Gertrude E.	Minonk
Allison, Edna Mae	Mt. Sterling	Beal, Thelma Jane	Rantoul
Allison, Ina Jane	Greenview	Bean, Dorothy	Bloomington
Alsip, Ellen	Ogden	Bean, Lois Frances	Farmer City
Alsip, Hazel Orisa	Ogden	Beasley, Hulda Freada	Carlinville
Altig, Pearl	Oakford	Beason, Martha Elizabeth	Lebanon
Altman, Lulu May	Saidora	Beatty, Mary C.	Delavan
Altmanberger, Adele E.	Okawville	Beaumont, Mabel Susanna	Belleville
Amass, Stella Horine	Brighton	Beck, Dorothy Margaret	Belleville
Amrose, Ruth	Hudson	Beck, Lola Coe	Tuscola
Anderson, Alice Rhodes	Oconee	Beck, Vivian Jeannette	Odell
Anderson, Clara Lucinda	DeLand	Becker, Dortha May	Moweaqua
Anderson, Mrs. Grace Fuller	Normal	Becker, Marguerite Mildred	Geneseo
Anderson, Helen	Owaneco	Beckwith, Lorena Gaylord	Normal
Anderson, Nellie E.	Ashkum	Beeler, Florence	Bloomington
Anderson, Wendla E.	Geneseo	Beery, Mrs. Mamie S.	Decatur
Andrews, Ethelyn	Roodhouse	Behimer, Edith Lillie	Ellis
Andrews, Florence C.	Sollitt	Behrens, Eugenie Schleder	Pekin
Angleton, Faye Bernice	Edinburg	Belford, Emma R.	Perry
Ansell, Martha Lorene	Kampsville	Belford, Ruby Ellen	Perry
Anthenat, Fayette Isabel	ElPaso	Bell, Caroleen F.	Kilbourne
Arends, Alma H.	Melvin	Bell, Edith Marian	Bondville
Arends, Lillian Viola	Melvin	Bennett, Blanche	Bloomington (Ind.)
Arends, Luella Marie	Melvin	Bennett, Lela Joy	Martinsville
Armstrong, Agnes R.	Normal	Bennett, Margaret Ann	Chatsworth
Armstrong, Eliza	Oakford	Benscoter, Elizabeth	Mason City
Armstrong, Madge	Bethany	Benson, Leona Minnie	Albion
Armstrong, Ruth Baylor	Normal	Benson, Lillian Joyce	Chrisman
Armstrong, Violet Elaine	Normal	Bentlin, Minnie Augusta	Magnolia
Arnett, Ellen Frances	Pleasant Plains	Benz, Evadna Irene	Kampsville
Asher, Mary Asenath	Littleton	Bergmann, Emma K.	Caseville
Atkinson, Lillie Belle	Roodhouse	Bergner, Cleo Jeanette	Bluffs
Atteberry, Lois Pauline	Atlanta	Bernard, Elsie Nelda	Danforth
Austin, Aliene Georgia	Franklin	Berninger, Harriet J.	Mt. Carmel
Austin, Eunice Clara	Moweaqua	Berry, Marie Catherine	Custer
Austin, Florence	Colfax	Berry, Olga Odessa	Petersburg
Austin, Helen Mae	Harristown	Bertram, Gladys Mae	Belleville
Bach, Anna	Mt. Vernon	Bertsche, Linda Fern	Flanagan
Baeuerle, Anna Marie	Dwight	Bertsche, Lucile Gladys	Flanagan
Baeuerle, Martha Elizabeth	Dwight	Bessen, Mrs. Kathryn	St. Louis (Mo.)
Bahlmann, Helen Marie	Goodenow	Bieber, Beatrice Bernardin	St. Anne
Bailey, Grace Thomas	Weldon	Bierbower, Grace Evana	Bellflower
Bailey, Lena M.	Mt. Vernon	Bierbower, Mabel Fern	Bellflower
Bailey, Mary M.	Oakdale	Bird, Rosalie Ethel	Scales Mound
Bailey, Rose Malissa	Batchtown	Birkhead, Crystal Pearl	Bethany
Bain, Inez Elisabeth	Holder	Birley, Emily	Moweaqua
Baird, Beatrice Abigail	Bunker Hill	Bishop, Faye Victoria	Arrowsmith
Baird, Ruth Elizabeth	Normal	Bishop, Mrs. Nellie Noble	Heyworth
Bally, Candace Salome	Bonfield	Bitter, Frieda Alma	Polo
Bally, Eva Esther	ElPaso	Black, Ruth Gertrude	Pekin
Bane, Luella Margaret	Dana	Blackburn, Edith May	Normal

NAME	POSTOFFIS	NAME	POSTOFFIS
Blackburn, Florence	Normal	Brubeck, Lola Roxanna	Edinburg
Blackman, Helen Blanche	Equality	Brueggeman, Agnes Victoria	Carlinville
Blaeuer, Hazel Elizabeth	Carlinville	Brummett, Wahneta	Danville
Blaeuer, Mary Georgia	Carlinville	Brunart, Etta Marie	Riverton
Blaikie, Mary Catherine	Mt. Carmel	Brunnel, Opal	St. Anne
Blair, Mabel Grace	Ellsworth	Bruner, Alice Marie	Streator
Blake, Elizabeth Loyce	Belle Rive	Brunk, Helen May	Glenarm
Blake, Ursula Rozine	Pontiac	Bryant, Lulu L.	Edgewood
Blickenstaff, Myra K.	Cerro Gordo	Buchanan, Alta Myrtle	Normal
Bliss, Dorothy Helena	Colfax	Buchanan, Kathryn	Carrollton
Bloomquist, Mae Edith	Bloomington	Buck, Margaret Frances	Penfield
Blowers, Esther E.	Decatur	Buckley, Dorothea Anna	Petersburg
Blue, Maud Harper	Clinton	Buesing, Adeline	Gibson City
Boehme, Nelle Mae	Watseka	Buesinger, Lela Esther	Taylorville
Boente, Rose Frances	Carlinville	Buffett, Harriet Jane	Minonk
Bohrman, Sylvia C.	Carlinville	Buis, Lodema Nadine	Stonington
Bolte, Mildren Marie	Geneseo	Bullard, Mary	Decatur
Bollinger, Rose Mary	Edwardsville	Bullington, Kathryn Louise	Henry
Bolt, Veda Huss	Vandalia	Bullock, Clara Edna	Normal
Bond, Nellie May	Pekin	Bullock, Hazel V.	Normal
Bone, Kathryn	Bethany	Burgess, Ann Kathleen	Fairfield
Bone, Louise Maurine	Normal	Burk, Rose Marie	Morton
Bonnell, Sarah Frances	Owaneco	Burke, Grace Pearl	McLean
Booth, Ava A.	Marissa	Burks, Lou Vern	McLean
Booth, Judith Amelia	Camp Point	Burkhart, Viola Emelia	Dwight
Bopp, Amy Elizabeth	New Baden	Burkholder, Julia Virginia	Normal
Borders, Blanche	Rossville	Burns, Corressie V.	Mound City
Borrowman, Osee Violet	Pleasant Hill	Burris, Helen	Butler
Boso, Thelma Hazel	Bloomington	Burrus, Anna Margaret	Biggsville
Botkin, Ida May	Randolph	Burton, Lillie Rose	Munice
Boucher, M. Corinne	Mackinaw	Bush, Helen Lucile	Danvers
Boudinot, Aldine Florence	Belle Rive	Bushnell, Ruth Julia	Carrollton
Bouvia, Ruth Edna	Fulton	Busick, Maude Belle	Newman
Bower, Elizabeth	LaGrange	Busing, Sophia H. A.	Gibson City
Bowers, Alta Mae	Lovington	Butcher, Irma	Palmyra
Bowers, Florence	Mt. Zion	Butler, Eleanor Phyllis	Joliet
Bowman, Olivetta Alfreda	Mendota	Butler, Rosa Edna	Fulton
Bowman, Vivian Frances	Greenview	Buttelt, Florence Frances	Beason
Boyd, Elizabeth Clara	Pontiac	Butz, Alta Lorene	Dwight
Boyd, Gwendolyn Ione	Hillsboro	Buzzard, Maude	Sumner
Boyd, Odessa Elizabeth	Lincoln	Byfield, Mae Jeannette	Pocahontas
Boyer, Mildred Florence	Reddick	Cain, Mrs. Lillie	Medora
Bradley, Flora Fay	Petersburg	Caldwell, Mary Lucille	Arrowsmith
Brake, Mary Candace	Mt. Vernon	Call, Oma Jane	Arthur
Brandenberger, Grace Matilda	Danville	Call, Roma Ethel	Arthur
Branom, Edna Lucile	Waverly	Callahan, Marguerite E.	Jerseyville
Brauer, Anna Eliza	Petersburg	Callahan, Mary Ellen	Amboy
Bray, Eva Margaret	Waynesville	Callahan, Noretta	Amboy
Bray, Isabelle Beatrice	Kankakee	Callans, Mary M.	White Hall
Breen, Florence	Springfield	Calvin, Florence Mae	Cornell
Breeze, Mattie Etho	Mt. Vernon	Campbell, Bess Jane	Dalton City
Brenner, Viola Edna	Cissna Park	Campbell, Dorcas Viola	Newman
Brereton, Katherine Minnette	Pekin	Campbell, Gladys S.	Jerseyville
Briner, Carrie May	Senneca	Campbell, Josie Eleanor	Jerseyville
Britton, Blanche	Anna	Canning, Mary Magdalen	Streator
Britton, Elsie Mae	Ashley	Cantrall, Fay Lankford	Springfield
Broad, Ruth Bertha	Flanagan	Cantrall, Lula Malinda	Petersburg
Brock, Della Louise	Bloomington	Cantrill, Jeanette	Piasa
Bronnell, Jane	Plano	Carley, Florence Louise	Crescent City
Brookhart, Edith Ethel	Lawrenceville	Carlson, Bernice Lillian	Cambridge
Browman, Alice Ethel	Rockford	Carlson, Effie Pauline	Paxton
Brown, Alice	Kurtz (Ind.)	Carlson, Grace Elizabeth	Elmwood
Brown, Beatrice Mae	Odell	Carmichael, Dorothy Edytha	Champaign
Brown, Edna Merle	Westville	Carson, Marie Lavery	Kankakee
Brown, Ethel Elizabeth	Long Point	Carson, Mary Lois	Lexington
Brown, Ethel Marie	Springfield	Carstens, Hannah	Graymont
Brown, Evelyn Jewell	Little York	Carter, Helen Louise	McLean
Brown, Naomi	Texico	Carter, Nina Sarah	Hardin
Brown, Opal Madeline	Heyworth	Carver, Ruth Azelia	Springfield
Brown, Rose Altha	Texico	Cary, Barbara Zella	Towanda
Brown, Mrs. Rosella	Nokomis	Case, Virginia Cordelia	Nokomis
Brown, Vera Helen	Oakford	Chalfant, Emma Blanche	Pana
Brown, Vera Melissa	Dwight	Chomp, Nellie Maria	Colchester
Brownfield, Goldia May	Urbana	Chapin, Florence Irene	Bloomington
Browning, Anna Elise	Decatur	Chapin, Mary Ada	Bloomington
Browning, Clio Ethel	Decatur	Chapman, Alice Milley	Valley
Brownlee, Esther Kathryn	Wilmington	Chapman, Florence Naomi	Joliet
Brtva, Millie	So. Wilmington	Chapman, Georgia	Bunker Hill
Brubeck, Florence Marie	Edinburg	Chapman, Mabel Marie	Valley

NAME	POSTOFFIS	NAME	POSTOFFIS
Chapman, Margaret Ellen	Bunker Hill	Crews, Zella Venus	Effingham
Chapman, Ruth Mary	Deer Creek	Crist, Pauletta Catherine	Piasa
Cheek, Sylvia Marguerite	Clinton	Criswell, Maud M.	Franklin
Chenoweth, Bernice Ardell	Versailles	Crompton, Mabel	Rock Island
Chenoweth, Ella Elizabeth	Versailles	Crouch, Gladys Sara	Fairbury
Chenoweth, Grace Elizabeth	Rankin	Crouch, Irene	Hoopeston
Chinery, Noda Gertrude	New Boston	Crumrine, Leta E.	Flanagan
Christie, Beatrice Michel	E. Peoria	Cruse, Lula M.	Geneseo
Church, Mildred Pauline	Peoria	Cruthers, Eunice Mae	Pana
Claggett, Amy M.	Lexington	Cruzen, Jessie True	Paxton
Clarida, Mabel Beatrice	Springfield	Cue, Eva Mae	Greenview
Clark, Edna Mae	Piper City	Cummings, Blanche Hazel	Jerseyville
Clark, Estella Grace	Murrayville	Cummings, Grace Ella	Warsaw
Clarke, Charlotte Irene	Onarga	Cunningham, Jane Anna	E. Peoria
Clarke, Ermina Rentoul	Stronghurst	Curdie, Elizabeth	Mt. Olive
Clauser, Thelma Ardella	Manito	Curran, Hazel Maye	Versailles
Clayton, Esther	Glenarm	Currie, Ada Irene	Loda
Clear, Eva Winifred	Springfield	Curtis, Ora Leona	Lostant
Clendenen, Myra Maud	Illioipolis	Cusey, Ilo Ethel	Heyworth
Clendenen, Ruth G.	Decatur	Custer, Bernadine	Normal
Cline, Elsie Etta	Colfax	Dalton, Gertrude C.	Towanda
Cline, Fern	Normal	Dalton, Teresa Cecilia	Towanda
Cline, Melba Elizabeth	LeRoy	Daniel, Grace Winifred	Congerville
Clinton, Verdie	Whittington	Daniels, Louise	Normal
Clotilda, Sister	Chicago	Danielson, Olive Irene	Loda
Coan, Nellie Gertrude	Colfax	Darby, Catherine Elizabeth	Clinton
Coate, Gladys Opal	Olivet	Dare, Mabel Lena	Mason City
Coffey, Faye	Irving	David, Edna Laura	Normal
Coffey, Marie Helen	Rockford	David, Hannah	Cleveland (Ohio)
Coit, Gladys Cecelia	Danville	David, Helen Ione	Sullivan
Colaw, Grace Louisa	Downs	Davies, Margaret Ellen	Tallula
Colburn, Marjorie Augusta	Bunker Hill	Davis, Grace Blanche	Chrisman
Cole, Dolly May	Ludlow	Davis, Helen Martha	Chillicothe
Cole, Ida May	Oakwood	Davis, Lillian Sophie	Belleville
Cole, Reta	Decatur	Davis, Rebecca Ellen	Danville
Collins, Hazel	Monmouth	Davis, Roberta L.	Normal
Combs, Marie Emma	Collinsville	Dawson, Gladys Opal	Milford
Comisky, Teresa Mary	Leeds	Dawson, Myrtle Louise	Winchester
Conley, Catherine Elizabeth	E. St. Louis	Day, Ellen Daisy	Moweaqua
Comment, Rosalie C.	E. St. Louis	Day, Eunice Marion	Moweaqua
Condra, Maude Hope	Henderson	Dean, Alice Bell	Zion
Conklin, Grace Gertrude	Kilbourne	Dean, Elsie Lora	Arrowsmith
Conn, Alta Isabel	Fairbury	Dean, Lorene Leona	Magnolia
Connell, Regina Marguerite	Alton	Dean, Mary L. I.	Pittsfield
Connerton, Winifred Agnes	Cabery	Deearth, Mildred Gladys	Bloomington
Connolly, Helen Beatrice	Pana	Deearth, Norma Margaret	Decatur
Connors, Josie Clara	Assumption	Deason, Mildred	E. St. Louis
Cook, Lois Margaret	LeRoy	DeAtley, Kate Slack	Wapella
Cook, Nellie Kathleen	Vermilion Grove	DeBarr, Zula Mabelle	Owaneco
Cook, Wilma Elvina	Pekin	Deems, Lorena Velma	Normal
Cooke, Mary Gertrude	Bloomington	Demuth, Magdalene Josephine	Loda
Cooley, Claudia May	Clinton	DeNarske, Mabelle Irene	Fairbury
Coon, Leah May	Lovington	Denning, Evadna Arlene	LeRoy
Cooper, Frona	Onarga	Dennis, Lucile Gertrude	Normal
Cooper, Laura Longstreet	Maroa	DeWitt, Dora Elizabeth	Goodwin
Cooper, Mabel Estella	Clinton	DeWitt, Helen	Bluford
Cooper, Nellie Marie	Fenton	Dickerson, Irma Fern	Bradford
Cooper, Ruth	Rossville	Diehle, Verna Marie	Granite City
Copeland, Josephine Agnes	Monmouth	Diers, Clara Alma	Bloomington
Corbin, Mae Edna	Blackstone	Dieterich, Florence B.	Springfield
Corkill, Hazel May	Kempton	Dilliard, Lois Ethel	Bunker Hill
Cornwell, Beulah Elizabeth	Gridley	Dillion, Gertrude Emma	Pittsfield
Cosgriff, Mabel Agatha	Woodson	Dival, Grace Elizabeth	Granite City
Cosgrove, Kathryn B.	Odell	Divilbiss, Evelyn	Farmer City
Cosgrove, Mary Louise	Pittsfield	Dixon, Eleanor Bell	Sheldon
Cosgrove, Rose Anne	Pittsfield	Dixon, Leta Ellen	St. Louis (Mo.)
Courtney, Mary Theresa	Kankakee	Dobson, Margaret	Decatur
Courtright, Bess	Normal	Dobson, Marjorie Kathryn	Moweaqua
Cowan, Pearl Irene	Irving	Donaldson, Julia Dora	Armstrong
Cowser, Mildred Ione	Glasford	Doody, Alice M.	Bloomington
Cox, Dorothy Lois	Winchester	Doody, Bernice Tereia	Bloomington
Cox, Maude Clem	Wyoming	Dornburg, Elsie Amelia	Union Hill
Cracraft, Beatrice Lillian	Assumption	Dorris, Dorothy Alice	Collinsville
Crain, Ella	Bureau	Dorsett, Vergie Josephine	Decatur
Crain, Stella	Bureau	Doty, Helen Letitia	Normal
Craycroft, Edna Ferne	Dalton City	Douglas, Faye Rose	Piasa
Creabil, Susie	Lacon	Douglass, Helen Pauline	Colfax
Creighton, Lavona Olive	Potomac	Dow, Marguerite Masie	Bureau
Crews, Lillian Ramona	Effingham	Downey, Lillie Lavinia	Hoopeston



NAME	POSTOFFIS
Drennan, Jessie G. ....	Manchester
Drohan, Alice Kathryn .....	Pekin
Droll, Anita Baird .....	Troy
Droste, Clara Lydia .....	Mt. Olive
Duff, Julia Edith .....	Normal
DuHamel, Nora Nevada .....	Villa Grove
Duncan, Doll Sample .....	Greenfield
Duncan, Elizabeth .....	Clinton
Duncan, Evelyn Ruth .....	Shipman
Duncan, Lucile Iona .....	Armstrong
Duncan, Maude G. ....	Potomac
Duncan, Ruth .....	Wapella
Dunham, Fern Willa .....	Pittsfield
Duprey, Grace LaBelle .....	Morrison
Durham, Dorothy Althea .....	Monmence
Duvall, Ethel .....	Newman
Duvall, Ruby .....	Newman
Dwilla, Chloia Elizabeth .....	Rossville
Dwyer, Olive Anna .....	Essex
Dyer, Hazel Mae .....	Normal
Dykes, Edna Alberta .....	Dana
Dyson, Everil Lenore .....	Mansfield
Eaton, Gladys Franklin .....	Mt. Carmel
Ebert, Laura Mae .....	Roberts
Eckard, Georgia May .....	Ramsey
Eckerty, Marie Mabel .....	Newman
Eckhoff, Henrietta Mae .....	Washburn
Edana, Sister Mary .....	Peoria
Edland, Ina Maude .....	Roberts
Edson, Bertha May .....	Guys
Edwards, Mabel Lois .....	Sherman
Edwards, Pansy Louise .....	Carrollton
Eggenberger, Bertha Lisette .....	Odell
Ehnen, Esther Edith .....	Forrest
Eicher, Fanny Catherine .....	Tremont
Eiffert, Balche Miller .....	Troy
Ekstrom, Crescence A. ....	Monmouth
Eller, Edith Lucile .....	Cerro Gordo
Ellingsworth, Mabel M. ....	Geneseo
Ellington, Nora Alice .....	Litchfield
Elliott, Edith Mary .....	Bunker Hill
Elmore, Evelyn Myrtle .....	San Jose
Emerick, Lucille .....	Sumner
Eminger, Fern Ruby .....	Gibson City
Emunds, Hortense .....	Belleville
Engle, Anna J. ....	Astoria
Engle, Ruth .....	Bloomington
English, Elizabeth Denman .....	Normal
English, Frances Cordelia .....	Metropolis
English, May Estelle .....	Normal
Entsminger, Lucille Helen .....	Taylorville
Enrica, Sister Mary .....	Freeport
Erickson, Selma .....	Bloomington
Erickson, Verna Judith .....	Galesburg
Erikson, Esther M. ....	Rankin
Erkman, Emma Elizabeth .....	Roanoke
Ernest, Alfa Davis .....	Decatur
Estes, Elenora .....	Taylorville
Ethel, Sister .....	Chicago
Evanoff, Atanaska .....	Collinsville
Evanoff, Viola .....	Collinsville
Evans, Bessie Louise .....	Lincoln
Evans, Leta Clair .....	Arcola
Evans, Valentine .....	Ludlow
Everly, Mary Helen .....	Mt. Pulaski
Eyre, Pearl Rovena .....	Salem (Oregon)
Ezal, Monteal D. ....	Jackson (Miss.)
Fagin, Harriet .....	Griggsville
Fairchild, Mary Marguerite .....	St. Elmo
Falkenstein, Beulah .....	Fairfield
Falkins, Ercei Louise .....	San Jose
Farrell, Edna Marian .....	Bloomington
Farrell, Irene Agatha .....	Bloomington
Farwell, Julia Elizabeth .....	Knoxville
Ferguson, Elsie Mae .....	Chillicothe
Fernald, Vada Winifred .....	Monmouth
Ferris, Haskell Margaret .....	Bellflower
Feutz, Clarice Belle .....	Olney
Fieldhouse, Bernice .....	Peoria

NAME	POSTOFFIS
Fikenschner, Amy .....	Gibson City
File, Ina Darleen .....	Irving
Findley, Mary Lillian .....	Kewanee
Finefield, Frances .....	Odell
Finley, Catharine .....	Clinton
Fisher, Catharine .....	Freeport
Fisher, Mabel .....	Illioopolis
Fisk, Florence Lawler .....	Normal
Fitzgerrell, Katherine .....	Normal
Fitzpatrick, Zoe Alyne .....	Bluffs
Fitzsimmons, Pansy M. ....	Princeton
Flach, Opal .....	Crescent City
Flagg, Nettie Estelle .....	Rantoul
Flanagan, Lucile .....	Normal
Flanagan, Marie Patricia .....	Bloomington
Flanagan, Martha Angela .....	Normal
Fledderman, Ruth Louise .....	Bloomington
Fleming, Elsie Emma .....	Herscher
Fleming, Marietta .....	Herscher
Floyd, Jessie .....	Shirley
Flynn, Margaret Agnes .....	Litchfield
Flynn, Marie .....	Lincoln
Foil, Susan Laura .....	Pana
Foley, Faith .....	Clinton
Fontaine, Hilda Idell .....	Chillicothe
Foote, Idah Frances .....	Pittsfield
Foran, Anna, Marie .....	Granville
Forbes, Hazel Floryne .....	Armington
Ford, Maybelle .....	Hudson
Foreman, Blye E. ....	Pearl
Foreman, Mattie Anderson .....	Herscher
Forister, Alma Meta .....	Highland
Foskule, Lena Louise .....	Bloomington
Foster, Alice Belle .....	New Haven
Foster, Catherine Margo .....	Kenney
Foster, Levia Myrtle .....	Deer Creek
Foster, Thelma L. B. ....	Fisher
Foster, Thelma Mae .....	Tuscola
Foster, Wilma Gertrude .....	Atlanta
Foster, Winifred B. ....	Atlanta
Fouts, Sylvia Josephine .....	Chrisman
Fowler, Edna Lucile .....	Irving
Fowler, Serena May .....	Brooklyn
Fox, Thelma Marcella .....	Mt. Carroll
Francis, Agnes Belle .....	Larchland
Francis, Hazel M. ....	Springfield
Francis, Merian Elizabeth .....	Larchland
Francis, Nona Mae .....	Martinsville
Frank, Georgia Garner .....	Elmwood
Franke, Mabel Orine .....	Kankakee
Fread, Mary .....	Lovington
Frederick, Sophia .....	Rankin
Freehill, Clare M. ....	Strawn
Freehill, Kathleen .....	Strawn
Freehill, Marguerite Mary .....	Strawn
Freund, Marie Elizabeth .....	Springfield
Fricke, Lena Dorothy .....	Carlville
Fristoe, Lola Mae .....	St. Elmo
Fromm, Marie Sophie .....	Springfield
Fronk, Corrina Constance .....	Sheffield
Fry, Mae .....	Joliet
Funderburk, Frances Ann .....	Rochester
Funk, Nellie Gertrude .....	Irving
Furr, Minnie Etta .....	Kirkwood
Gaddis, Della Fern .....	Carlock
Gaines, Anna Mae .....	Norris City
Gallagher, Julia Anna .....	Minonk
Gallagher, Rose Ellen .....	New Holland
Gallagher, Ruth Mary .....	Lincoln
Gant, Helen Hope .....	Springfield
Gantz, Ettie .....	Oreana
Gantz, Louise .....	Oreana
Garber, Onie Lee .....	Lincoln
Gard, Alice Caroline .....	New Canton
Garett, Dorothy Mildred .....	Danville
Garver, Fathie Blanche .....	Mansfield
Garver, Lysta L. ....	DeLand
Garvin, Beatrice .....	Ransom
Gassensmith, Mildred .....	Odell

NAME	POSTOFFIS	NAME	POSTOFFIS
Gay, Alma Jane	Streator	Hahn, Pauline	Anchor
Gebauer, Alma Anna	Troy	Hale, Lorene	Sawyersville
Gebauer, Flora Emma	Troy	Hall, Beulah Howard	Payson
Gebhart, Celia	Stonington	Hall, Cora Elvera	Kirkwood
Geddes, Katie	Auburn	Hall, Mamie Jane	Hallville
Gensheimer, Leona M.	Gibson City	Hall, Ruth Irene	Springfield
George, Mildred	Jacksonville	Hallbeck, Blanche Mildred	W. Salem
Gerber, Clara Cornelia	Latty (Ohio)	Hamblen, Elsie Bell	Oconee
Gerber, Minnie Dolores	Fisher	Hamilton, Ella Irene	Cornell
Gerlach, Margarettha	Sibley	Hamilton, Florence Addison	Chillicothe
Gerth, Florence	Cabery	Hamilton, Ida	Urbana
Gibson, Helen Farabee	Bloomington	Hammer, Nina Gertrude	Pekin
Giddings, Helen Miriam	Gilman	Hammerlund, Marie	Virden
Gilbert, Ethel Virginia	Polo	Hammerton, Ethel Mae	Pittsfield
Giles, Annie Lou	Delavan	Hammitt, Adella	McLean
Gilliland, Elfleda	Normal	Hammond, Catherine	Pawnee
Gilpin, Alice Belle	Henry	Hancock, Stella	Gibson City
Gingerich, Leta Viola	Loda	Hanks, Blanche	Lexington
Gipson, Lela Ethel	Bloomington	Hanks, Mina Elizabeth	Martinsville
Gitzen, Berniece Marie	Rankin	Hanna, Naomi March	Fairbury
Givens, Faye Olive	Heyworth	Hannan, Marian	Tiskilwa
Glenn, Gladys Young	McNabb	Hansen, Mabel Arline	Gardner
Glithero, Electra Almada	Chrisman	Hanson, Dorothy Elizabeth	Normal
Glover, Elva Elizabeth	Belleville	Happold, Matilda Dorothy	Granville
Goad, Frieda Alma	Vandalia	Harbert, Ola Frances	Bloomington
Goad, Ruby Grace	Carlinville	Hardwick, Lillian	Petersburg
Goben, Edythe Leona	Bismarck	Hardy, Alice Mary	Monomee
Godbey, Gwen	Greenview	Hardy, Helena Beatrice	Monomee
Godbey, Nina Gail	Greenview	Harmon, Cecil	Arthur
Goodwin, May	Tonica	Harmon, Lulu	Marissa
Goodwin, Naomi Cornelia	Medora	Harmon, Ruby Olive	Taylorville
Gordinier, Irma	Monomee	Harms, Hilda Leona	Minonk
Gordon, Lottie	Claremont	Harn, Mattie Eva	Tonica
Gorman, Gertrude	Mendota	Harney, Blanche Grace	Franklin
Gosar, Mary Theresa	Lincoln	Harper, Mildred Delight	Moweaqua
Gould, Edna	Camargo	Harris, Ercell Clorene	Glasford
Gould, Helen Josephine	Farmer City	Harris, Gladys Ruth	Pana
Gould, Mildred	Bloomington	Harris, Jessis Ann	Princeton
Gourley, Ethel Jane	Cornell	Harrison, Anna Sarah	Fancy Prairie
Gouveia, Antoinette Sylvia	Jacksonville	Harrison, Ethel Marie	Fancy Prairie
Gowler, Amy	Belle Rive	Harrison, Inez Lucile	W. Salem
Grace, Vivian Lucile	Chabanse	Harrison, Ruth	Bloomington
Gragg, Mary Angelene	Decatur	Harrold, Helen Vickers	DeWitt
Graham, Mary	Heyworth	Hart, Barbara Sophia	Jacksonville
Grant, Esther Neva	Griggsville	Hart, Kathryn Gertrude	Chatsworth
Gray, Ethyl Florence	Ashkum	Hart, Thelma Murphy	Golden Gate
Gray, Marie Mildred	Maxwell	Hartman, Louise	Eureka
Gray, Ruth Virginia	Lexington	Hartman, Mary Rachael	Berdan
Green, Edith Myrtle	Newman	Hartsock, Ethel Josephine	Stronghurst
Green, Helen Ruth	Jacksonville	Hartsock, Lucille	Clinton
Green, Margaret Elizabeth	Naples	Harvey, Lucy Louvena	Mt. Auburn
Green, Mildred Edna	Naples	Haskins, Martha	Gardner
Greenan, Kathleen	Mt. Olive	Hastings, Jessie DeEtte	Onarga
Greenawalt, Jessie May	Monomee	Hatten, Minnie Maxwell	Galesburg
Greenawalt, Margaret	Monomee	Hatton, Wilma Vera	Normal
Greenough, Gertrude Anne	Saunder	Hauenstein, Ruby R.	Onarga
Greenwalt, Faye Clara	Manchester	Haughawout, Ferne	Spring Valley
Greenwalt, Hazel Dell	Manchester	Haury, Viola Christine	Trenton
Greenwalt, Jessie June	Glenarm	Havens, Lillian	Kankakee
Greer, Mamie Maxine	White Hall	Hawk, Avliffe	Niantic
Gregware, Lula Fern	Oak Park	Hawk, Thelma	Niantic
Greiner, Elsie Louise	Metamora	Hawkins, Ethel Leona	Bement
Greuel, Clara Louise	Effingham	Hayes, Alma	Dahlgren
Grier, Gladys Belle	Cambridge	Hayes, Esther	Mason City
Griffin, Catherine Margaret	Carlinville	Healy, Alice Mary	Kankakee
Griffin, Ella Katherine	Towanda	Healy, Kathryn	Wenona
Griffin, Lucile Leota	Magnolia	Healy, Olive Marion	Kankakee
Grombach, Leota	Belleville	Heater, Teresa Aileen	Newman
Grossweiler, Delia	Pekin	Heardt, Golda Marie	Arcola
Grubb, Julia Margaret	Cantrall	Heffron, Margaret	Jerseyville
Gruber, Esther Myra	Olney	Heflin, Laura Fern	Petersburg
Gruber, Frances Ruth	Olney	Hegele, Gertrude Esther	Lincoln
Grundon, Mabel Lois	Mt. Carmel	Heidemann, Henrietta	St. Louis (Mo.)
Gunn, Julia Pauline	Raymond	Heil, Mary	Maroa
Gustin, Eula Lorraine	Mt. Zion	Heinle, Grace Gertrude	Argenta
Gutteridge, Hazel Elizabeth	Danville	Heimmer, Georgia Ida	Belleville
Guyton, Blanche Alberta	Illipolis	Henderson, Mary Grace	Bloomington
Haas, Lena	Washington	Henderson, Etella	Normal
Haggard, Vivian Darlene	Decatur	Hendron, Catherine	Ashkum



NAME	POSTOFFIS
Henebry, Marie	Decatur
Henck, Rosena Marie	Pana
Hennessey, Lorene	Joliet
Henninger, Louise	Bloomington
Henry, Ada Arnola	Lincoln
Henry, Della Irene	Edwardsville
Henry, Helen Anita	Greenville
Henry, Helen Marie	Pana
Herberich, Agnes G.	Chatsworth
Herm, Bertha C. S.	Washington
Hermes, Ruth Catherine	Brighton
Herndon, Lena	Springfield
Herrin, Roma Ellen	Olney
Hershey, Helen Marion	Stonington
Hess, Hannah Briggs	Minier
Hibarger, Bessie Irene	Sibley
Hibbard, Eva Claire	Mason City
Hidden, Icel	Sullivan
Hiermeier, Mary Margaret	Alta
Hieronymus, Mary Catherine	Sidell
Hileman, Mary Lucy	Lawrenceville
Hill, Bertha Mary	Morton
Hill, Caroline Ellen	Decatur
Hill, Cora	Norris City
Hill, Dorothy Anna	Pekin
Hillig, Grace Emily	Virginia
Hillig, Mary Ernestine	Virginia
Hillman, Irene May	Lanesville
Himmel, Mary Evelyn	Buckley
Himmel, Minerva	Buckley
Hinrichs, Amanda	Martinton
Hinton, Louise	Normal
Hitt, Mary	Bloomington
Hoag, Myrtle Rose	Seneca
Hodge, Fern	Danville
Hodges, Goldia Gertrude	Ridgefarm
Hoepfner, Melba Viola	Lincoln
Hoffman, Elfrieda Merle	Maroa
Hoffman, Lois Golden	Moweaqua
Hoffman, Martha	Dwight
Hoffman, Mary	Dwight
Hoffmann, Helen	Danville
Hofess, Sylvan Lois	Versailles
Hogle, Edna Ruth	Sheldon
Hohe, Mary Loreen	Trenton
Hoke, Alwilda Jane	Heyworth
Holcombe, Alice Maria	Zion
Hollis, Myra	Bloomington
Holmstrom, Hattie	Varna
Holper, Anna Augusta	Divernon
Holtschlag, Theresa Anna	Quincy
Holz, Rena	Springfield
Hooper, Anna Marie	Pittsfield
Hoots, Helen Kathryn	Danville
Hoover, Fayedell	Pearl
Hopewell, Helen Gertrude	San Jose
Hopwood, Beatrice	Athens
Hopwood, Lois	Athens
Horn, Lena Pearl	Sullivan
Horton, Clara	Nauvoo
Houck, Amanda	Bunker Hill
Hough, Marjorie	Princeville
Hoy, Frances Marie	Staunton
Hoyt, Irene	Trenton
Hubbard, Ella Frances	Mansfield
Hubbard, Martha Helen	Carrollton
Hubbard, Faith Iris	Monticello
Huber, Eva Marie	Bunker Hill
Huber, Helen Clara	Bunker Hill
Hudson, Hazel	Palmyra
Huey, Ruth Crawford	Monmouth
Huffington, Grace	Normal
Hughes, Edna Emma	Dallas City
Hughes, Gertrude Frances	Minonk
Hughes, Lealu May	Kilbourne
Hughes, Lorene Agnes	Minonk
Hughes, Rachael Mary	St. Anne
Huizenga, Nellie	Danforth
Hull, Mildred Avis	Macon City

NAME	POSTOFFIS
Hull, Sophia Eppenberger	Alton
Hulse, Florence Elizabeth	Villa Grove
Humbert, Dorothy Maude	East Lynn
Hummel, Wilda Winifred	Nauvoo
Hunt, Adeline Charlotte	Brighton
Hunt, Lucy	Pekin
Hunter, Eda	Decatur
Hunter, Mary Lora	Henry
Hunter, Retta	La Salle
Huntley, Flora	Hoopeston
Hurlbutt, Helen Hope	Stonington
Hurlbutt, Eva Jessie	Stonington
Husted, Mildred Lucille	Cornell
Huston, Aletha	Cropsey
Hutchens, Beulah Almira	White Hall
Hutchens, Florence	White Hall
Hutchinson, Sister Vitalis	Chicago
Hyde, Adelia Marie	Champaign
Hyde, Gladys Margery	Rantoul
Ingham, Carrie Lucretia	Brighton
Ireland, Bertha Pauline	Pana
Irion, Lora Lou	Congerville
Irvine, Nellie Mabel	Virginia
Jackson, Alice	Decatur
Jackson, Gladys	Windsor
Jackson, Jessie Irene	Dunlap
Jackson, Marie	Corsicana (Texas)
Jackson, Opal Louise	Decatur
Jackson, Ruby May	Dunlap
Jacob, Johanna Rosetta	Carlyle
Jacobs, Hedwig Agnes	Pekin
Jacobs, Leora Adelia	East Peoria
Jacobs, Lydia Elizabeth	San Jose
Jaeger, Katherine Barbara	Fairview
Janssen, Rose Rebecca	Mt. Vernon
Jeffries, Dorothea Mae	Dwight
Jennings, Grace	Murrayville
Jensen, Helen Norene	Springfield
Jensen, Irene Marie	Toluca
Jensen, Margaret Christena	Cliffton
Johnson, Ada Geraldine	Minier
Johnson, Anna Hermina	Mt. Olive
Johnson, Bessie Alice	Virginia
Johnson, Edith Edna	Kankakee
Johnson, Erma Keagle	Gibson City
Johnson, Ethelyn Bernice	Malden
Johnson, Faye	Vincennes (Ind.)
Johnson, Inez Violet	Malden
Johnson, Jessie Beatrice	Pontiac
Johnson, Marie Agnes	Tampico
Johnson, Verna Jessie	Minier
Johnston, Alice Mary	Bloomington
Johnston, Emi Martha	Illioopolis
Joiner, Oella	Hettick
Jones, Bertha Marie	Normal
Jones, Eddith Viola	Minonk
Jones, Gladys Fern	Low Point
Jones, Hazel Roberta	Riverton
Jones, Irma	Minonk
Jones, Lena Lavena	Hamburg
Jones, Lucy May	Alton
Jones, Marguerite	Springfield
Jones, Mary Elizabeth	Georgetown
Jones, Nellie Muriel	Benton
Jones, Pearl Edna	Petersburg
Judy, Laura Lena	Bridgeport
Kaley, Agnes Eleanor	Vandalia
Kaley, Edith Leah	Vandalia
Karnes, Louisa Belle	Hillsboro
Kastel, Emma Kathryn	Monticello
Kasten, Margaret Emma	Carlinville
Kauffman, Della Sylvia	Stanford
Kearney, Mary Frances	Lincoln
Keefe, Bess	Springfield
Keene, Melba Ruth	Alton
Kehlenbach, Vera Mavis	Sparland
Kellar, Abbie Maude	Alta
Keller, Elsie Stella	Tremont
Kelley, Dortha Perdine	Opdyke

NAME	POSTOFFIS	NAME	POSTOFFIS
Kelley, Esther Lydia	Ottawa	LaMay, Lena Sybilla	Princeville
Kelley, Florence	Lincoln	Lambdin, Elsie Elizabeth	Danvers
Kelley, Gladycy Mar	Saunemin	Lambert, Louise Anna	Pontiac
Kelly, Agnes Mary	Westville	Lamberton, Gladys Adelaide	Mendota
Kelly, Eva Loretta	Westville	Lamberton, Ruth Frances	Loda
Kelly, Evelyn	Springfield	Lampert, Theodosia Margaret	Alton
Kelly, Helen Jane	Toluca	Lampot, Ethel May	Momence
Kelly, Katherine Ann	Ashkum	Landers, Mayflower	Staunton
Kelly, Madaline Theresa	Westville	Landram, Bessie	Decatur
Kelly, Mamie Elizabeth	Ashkum	Lane, Dema Mae	Bloomington
Kelly, Mary Ann	Panola	Lanoue, Freda Marie	Ashkum
Kelly, Mary Rose	Troy	Larkin, Venantia Anna	Towanda
Kelly, Tessie	Varna	Lashmet, Ellamay	Winchester
Kendall, Opal Fay	Pittsfield	Laurence, Frances Ellen	Elkhart
Kendall, Velda Caroline	Virginia	Law, Lola LaVonne	Taylorville
Kennedy, Blanche	Normal	Laws, Vivian	Olney
Kennedy, Helen Louise	Loda	Lawson, Maude May	Pekin
Kennedy, Leota Jane	Pleasant Hill	Leach, Grace Sallie	Winchester
Kennedy, Lillian Cora	Chester	Leader, Mary Elizabeth	Litchfield
Kennedy, Teresa Lorena	Edinburg	Leamons, Hazel Velma	Mechanicsburg
Kennell, Irene Anna	Wenona	Leander, Agnes Elvira	Paxton
Kennerly, Ellen Russell	Taylorville	Leasman, Fern Louisa	Arrowsmith
Kenney, Nelle Eulalia	Paris	Learns, Elfreda	Atlanta
Kerbaugh, Mary Irene	Stanford	Lechleiter, Genevieve	Lincoln
Kerby, Gladys Dorothy	Cuba	Lee, Irma Berniece	Kankakee
Kettell, Laura Emily	Zion	Lee, Mary Ruth	McLean
Kiefer, Dorothy Kathleen	Sandoval	Leeds, Annis LeGore	Mt. Carmel
Kilham, Alpha Rea	Virginia	Leeper, Mabel Anna	Virginia
Killian, Irene Catherine	Lexington	Legg, Pansy Avis	Mason City
Kilmer, Dora Maude	Chillicothe	Leibold, Jessie Josephine	Venice
Kimber, Jane Caroline	LeRoy	Leigh, Ola May	Ramsey
Kimler, Louise Mary	Normal	LeMarr, Nora Dell	Modesto
Kimmel, Ruth Mildred	Atwood	Lemenager, Vina Augusta	Ashkum
Kincaid, Marjorie Dean	Winchester	Lemon, Hattie Mae	Manchester
Kinder, Emily Celia	El Paso	Lentz, Grace Irene	Hillsboro
King, Ade Ruth	Flanagan	Lentz, Marie Louise	Petersburg
King, Bessie	E. St. Louis	Leslie, Ruby Restella	Joliet
King, Ethel Lorine	Magnolia	Lett, Mabel Louise	E. St. Louis
King, Genevieve	Atterberry	Leutwiler, Flora Emilie	Highland
King, Louise Mary	Lincoln	Leverenz, Mary Christina	Willington
Kinison, Margaret Helen	Winchester	Levi, Genevieve Elizabeth	Carrollton
Kinser, Floy Mae	Greenfield	Levi, Inez Elise	Carrollton
Kirkpatrick, Juanita	Mansfield	Leweke, Emma	Efingham
Klay, Lena Margaret	Tower Hill	Lewis, Verna Louise	Normal
Klee, Maude Mae	Chicago	Liebig, Irene Anna	Macoutah
Kline, Katharine	LeRoy	Lienesch, Josephine Louise	O'Fallon
Klopp, Marie Catherine	Emden	Ligon, Opal Ada	Winchester
Knight, Julia Armita	Muncie	Lindsey, Myrtle Daniel	Ashland
Knoll, Henrietta Mae	Ottawa	Lindsey, Nellie Blanche	Atlanta
Knowles, Cleda Edith	Fillmore	Linsley, Helen Maurine	Fairfield
Knox, Carrie Maye	Chatham	Lippincott, Lillian Lucille	New Canton
Koehler, Alberta Alma	Cropsey	Little, Dorothea Sale	Normal
Koehn, Mildred	Bloomington	Little, Monta Elizabeth	Normal
Koennecke, Anna Pauline	Trenton	Logan, Harriette	Arcola
Kohrt, Carrie Sophia	Seneca	Logan, Mabel Leora	Fithian
Kollman, Frieda Susan	Morris	Logan, Rotha Doris	Pekin
Kopp, Grace	Buda	Lohmann, Laura Etta	Gibson City
Koslosky, Rose	Oglesby	Loneragan, Winifred Rose	Clinton
Kramer, Lela May	Chatham	Long, Flossie Wilma	Normal
Krebs, Margaret Elizabeth	Mt. Carmel	Long, Hazel Muriel	Danville
Kritzberger, Mary Elizabeth	Emden	Longman, Mary Elizabeth	Tiskilwa
Kroeger, Leona Beulah	Staunton	Loop, Ida McKinley	Camden
Kroepel, Tillie	Glasford	Lovan, Bessie Roberta	Beason
Kruemmelbein, Amande A.	Bunker Hill	Lovell, Sylvia Helen	Bloomington
Krughoff, Mildred Pauline	San Jose	Lowande, Miriam Thera	Petersburg
Kruse, Addie Charlotte	Havana	Lowe, Daisy Martha	Nokomis
Kuechler, Helen Elizabeth	Loda	Lowe, Marie Joan	Peoria
Kuehn, Elsie Christine	Belleville	Lowenberg, Harriet Vaneta	Odell
Kugler, Elsa Clara	Lenzburg	Lubus, Anna	Belleville
Kugler, Helen Irene	Lenzburg	Lubus, Mary	Belleville
Kuhle, Bessie	Assumption	Ludwig, Edna Emma	Belleville
Kuhle, Ellis Anastacia	Assumption	Ludwig, Margaret Eleanor	Jacksonville
Kuhn, Ruth Lora	Trenton	Ludwig, Maylou M.	Waterloo (Iowa)
Kuntz, Helen Marie	Essex	Luebker, Lula Margarite	Mt. Olive
Kyle, Jessie Mae	Colfax	Lutton, Annabelle	Gilman
Kyner, Mayme Charlotte	Moweaqua	Lutz, Gretchen Lenore	Gardner
LaBounty, Ethel R.	Crescent City	Lyall, Leora Elizabeth	Shipman
Lager, Maybelle Gertrude	Annawan	Lyon, Lena Mae	Milford
Laird, Willa Mae	Griggsville	Lyon, Ruth Janice	Bloomington

NAME	POSTOFFIS
Lyons, Mabel	Decatur
Lyons, Mary	ElPaso
McAllister, Margaret	Streator
McArty, Ruth Anna	Decatur
McBride, Ethel Ruth	Hopedale
McCarthy, Edna Rae	Riverton
McCaslin, Mabel Anna	Nokomis
McClain, Maude Grace	Armstrong
McClintic, Gladys Lorene	Monmouth
McClure, Edna Anna	Mackinaw
McCollom, Nola	Farmersville
McCormick, Alice Faye	Georgetown
McCoy, Nellie Veronica	Bradley
McCue, Hazel Maurine	Bloomington
McCune, Margaret Esther	Normal
McDaniel, Alice	Oakwood
McDaniel, Anna Christine	Bloomington
McDonald, Ina May	Gardner
McDonald, Nelle	Chandlerville
McElhinney, Sara Mae	Stronghurst
McEvoy, Irene Cecilia	Gillespie
McFall, Jean Shirley	Springfield
McGill, Ada Cecilia	Gillespie
McGrath, Gladys Marie	Galesburg
McKee, Ethel Loreda	Rosemond
McKee, Evelyn Eugenia	Washburn
McKenna, Mary Rosalie	Dixon
McKenzie, Rae Vivian	Towanda
McKinney, Stella Mae	Decatur
McKinney, Ruth Belle	Springfield
McKnight, Dorothy Virginia	Collinsville
McKnight, Elfriede	Collinsville
McLaughlin, Virginia	Minier
McManus, Laura	Joliet
MacMillan, Sarah Jane	Decatur
McMillen, Lela Juanita	Taylorville
McNeill, Olive Burgner	Mahomet
McQueen, Jean Elizabeth	Rockford
McQuillen, Viola Verna	Dundas
McShane, Edna Marie	New Holland
McVicker, Daisy Ethel	Princeville
McVicker, Edna Emiline	Princeville
Mack, Helen Agnes	Alton
Macy, Frayda	Normal
Magoon, Williamena	Champaign
Maher, Lucy Veronica	Godfrey
Mahler, Amalia	Highland
Makiney, Stella Adeline	Spring Valley
Malerich, Ellen Agnes	Lincoln
Mallach, Margaret	Taylorville
Malone, Iva	Palmyra
Maloney, Anna Mary	Bloomington
Mammen, Clara Annetta	Emden
Mann, Ruth Adrian	Manteno
Mansfield, Opal Lida	Alvin
Mapes, Ella May	Annawan
Marks, Edith May	Edwardsville
Marquiss, Esther Louise	DeLand
Marsh, Dorothy Inez	Gurnee
Marshall, Agnes Wayne	Cuba
Marshall, Blanche Leora	Momence
Marshall, Elizabeth	Sandoval
Marshall, Fern Irene	Wilmingtion
Martin, Bernice Lauree	Hoopeston
Martin, Hazel	Delavan
Martin, Jessie	Normal
Martin, Leona Anna	Fairfield
Martins, Pearl Isabel	Normal
Marvel, Ola Maye	Astoria
Mason, Alta Marie	Spring Valley
Masters, Annah Lorah	Heyworth
Matheny, Mabel	Decatur
Mathew, Inis Lorene	Normal
Matter, Eunice Louise	Highland
Maurer, Nelle Pearl	Stanford
Mavity, Mrs. Mary	Pekin
Maxey, Rosettie	Oblong
Maxson, Louise	Bloomington
Maxwell, Ellen Judy	Bunker Hill

NAME	POSTOFFIS
Maxwell, Emma	Tolono
Mayall, Mabel	Clinton
Mayes, Ina	Meredosia
Mear, Lola Mac	Neposet
Meils, Edith Louise	Minonk
Meinecke, Aleda Ellen	Taylorville
Meiner, LaVerna	Arrowsmith
Meisenbach, Hyla Mary	Pearl
Meleta, Sister	Waukegan
Mellor, Ruth	Murrayville
Menke, Clarice Irene	McLeansboro
Merchant, Cora Adella	Normal
Merris, Zeta Marie	Bluffs
Messer, Ethel Gertrude	Lexington
Metcalf, Fannie Rozina	Barry
Mette, Florence Elizabeth	Eureka
Mette, Josephine Katherine	Eureka
Metzer, Blanche Elizabeth	E. St. Louis
Metzler, Clara Rebecca	Carlinville
Meyer, Maymie Marie	Carlyle
Meyers, Agnes Clara	Florence Station
Meyers, Minnie	Florence Station
Michalov, Mary	Peru
Michel, Anna Bell	Roodhouse
Middendorf, Amanda	Bluffs
Middleton, Lufecania	Nokomis
Migge, Wilhelmina	Berwyn
Miglio, Frances Rose	Granville
Miglio, Mary Helen	Granville
Mikesell, Effie Jay	Gilman
Milburne, Lily Dale	Keensburg
Miller, Alethia	E. St. Louis
Miller, Bessie Carolyn	Odell
Miller, Caroline Elizabeth	Springfield
Miller, Della	Potomac
Miller, Dorothy	Zion City
Miller, Edith Ellen	Springfield
Miller, Edna Mae	Toulon
Miller, Elva	Granite City
Miller, Hazel Ethel	Bismarck
Miller, Laura	Tiskilwa
Miller, Mareece	Clinton
Miller, Naomi May	Paxton
Miller, Ruby, Oletha	Mackinaw
Miller, Viola Evelyn	Minonk
Mills, Marie	Warsaw
Minglin, Lois Ferne	Onarga
Minor, Lydia	Tallula
Mintjala, Barbara	Lincoln
Mitchell, Ethel Irene	Saunemin
Mitchell, Ethel Lillian	Bloomington
Mitchell, Jessie Furry	Viriden
Mitchell, Mae	Lincoln
Mitchell, Mary Gertrude	Lake City
Mitchell, Nadia Ora	Loda
Mitchell, Pearl	Viriden
Modes, Rachel LaMyra	Alton
Moe, Charlotte R.	Cooperstown (N. D.)
Moll, Adelia Mary	Mascoutah
Monger, Grace	Tuscola
Montgomery, Elizabeth L.	Roseville
Montgomery, Mary Luella	Yates City
Montgomery, Pearl Edith	Milford
Moore, Anna Maurine	Mulberry Grove
Moore, Blanche Sutton	Stanford
Moore, Dorothy Ferne	Normal
Moore, Dorothy Lucretia	Danville
Moore, Ella Teresa	Merna
Moore, Gladys Lilly	Bunker Hill
Moore, Hazel Irene	Bunker Hill
Moore, Helen Emily	Danville
Moore, Mary Agnes	Merna
Moore, Reba Leona	Georgetown
Moore, Viola Mae	Milford
Morehead, Laura Idella	Galesburg
Morel, Waive	Ottawa
Morgan, Elizabeth	Normal
Morgan, Inez Lillian	Lostant
Morgan, Mina Merle	Wataga



NAME	POSTOFFIS	NAME	POSTOFFIS
Morgan, Ruth Lorene	Bellflower	Pace, Margaret Hazel	Mt. Vernon
Morgan, Zella Gladys	Wataga	Page, Josephine	Kewanee
Morris, Bertha May	Normal	Paine, Ruth Limuel	Springfield
Morris, Thelma Pauline	Colfax	Palecek, Helen Francis	Collinsville
Morriss, Viola Marie	Troy	Palmer, Ellen Frances	Chatsworth
Mortimer, Matilda	Virden	Park, Lenore Marie	Palmyra
Mosgrove, Pearl	Monticello	Park, Reta Allene	Moweaqua
Moss, Marie	Moweaqua	Parks, Mabel Louisa	Greenfield
Moulie, Bernice Elsie	Bloomington	Parks, Naomi Beatty	Girard
Moulton, Ethel Vivian	Cazenovia	Parks, Violet Eunice	Minonk
Moulton, Merietta Frane	Washburn	Parr, Jessie	Cisco
Moutray, Florence Irene	Sullivan	Parr, Mable Austa	Abingdon
Moxley, Erma Lorene	Rosemond	Parsons, Jessie	Ashland
Mudd, Eola Marie	Stronghurst	Pate, Grace June	Catlin
Muffler, Velma Marie	Kinsman	Patterson, Claribel	Staunton
Mulcahy, Frances	Chatham	Patterson, Daisy	Staunton
Mull, Ella Caroline	Staunton	Patterson, Laura May	Villa Grove
Mullvain, Orpha Belle	Dewey	Patterson, Leala Elizabeth	Rosemond
Mundell, Maude	Lacon	Patterson, Mary Frances	Riverton
Munson, Effie	Virden	Patton, Lula May	Monticello
Murphy, Ethel Nancy	LeRoy	Pauli, Anna Elizabeth	Peoria
Murphy, Irene Agnes	Galva	Pauli, Gertrude Amelia	Peoria
Murphy, Mary Ellen	Penfield	Pauli, Lillian Alvina	Peoria
Murray, Florence Evelyn	Normal	Payne, Audria Dale	Normal
Murray, Ruth Ellen	Cissna Park	Payne, Kathryn Besse	Bloomington
Mutter, Rhoda	Springfield	Payne, Martha Dell	Bloomington
Muzzy, Beatrice Lee	Odell	Payne, Ruth Helen	Lexington
Myers, Bessie Leona	Kenney	Pearson, Freeda Sophia	Hoopeston
Myers, Lola Jane	Cabery	Peart, Ethel Pearl	Coal City
Naffziger, Pearl Ina	Danvers	Peck, Ella Clar	Delavan
Nash, Della	Madison	Peck, Mary Marguerite	Cerro Gordo
Navarre, Olive Virginia	Deer Plain	Peebles, Jessye Rosanna	Girard
Nelson, Esther Natalie	Milford	Peed, Hester	Palmer
Nelson, Irene	Kewanee	Peeke, Stella Louise	Randolph
Nelson, Lottie	Bloomington	Pellouchoud, Bessie	Odell
Neubauer, Marie Estelle	Lincoln	Pence, Evadna	Pana
Nevins, Florence	Bloomington	Pence, Mildred Drucilla	Sullivan
Newcomb, Verna Ursula	Gibson City	Pendleton, Mary Anna	Mt. Sterling
Newport, Emma Vivian	Morrisonville	Penning, Margaret Agnes	Alton
Nichols, Thelma Augusta	Patoka	Perkins, Flora Lucretia	Advance
Nickey, Marjrie Lois	Oakley	Perks, Sarah Ann	Virden
Nicola, Sister Mary	Chicago	Peters, Nelle Mary	West Salem
Nicolet, Emily Adele	Alton	Peterson, Clara	Paxton
Niess, Erna Bertha	Mascoutah	Peterson, Frances Margaret	Rantoul
Niess, Minnie	Mascoutah	Peterson, Ruth Dorothea	Galesburg
Niles, Rosannah Elizabeth	Paris	Pettingill, Jessie Marie	Granite City
Nobel, Mary	Chambersburg	Petty, Mary Geisler	Sumner
Nowack, Treasa May	Pana	Phares, Opal	Farmer City
Nugent, Julia Ann	Buffalo	Phifer, Thelma Atlanta	East St. Louis
Oakman, Josephine Naomi	Clinton	Phillipp, Alma Viola	San Jose
Oaks, Nelle Pearl	Homer	Phillips, Ethel Vera	Danville
O'Beirne, Agnes Nora	Tolono	Phipps, Madge	Carmi
O'Bourn, Hazel Alwilda	Assumption	Piaszek, Marie Agatha	Wenona
O'Brien, Anastasia	Odell	Pickering, Florence Belle	Normal
O'Brien, Elizabeth Lauretta	Clinton	Pieper, Bess Kathryn	Winchester
Oehler, Kathleen	Winchester	Pierson, Ella Carol	Petersburg
Oertel, Helen Wilhelmina	Brighton	Pierson, Lynda Theo	Putnam
Ogle, Alma Ferne	Lovington	Pils, Meta Henrietta	Lexington
O'Keefe, Winnifred M.	Granville	Piper, Emma Melton	Tallula
Olinger, Eunice	Franklin	Pires, Amy Mirth	Jacksonville
Olsen, Cecil Arlyn	Kankakee	Pires, Margaret J.	Jacksonville
Olson, Ellen Elvera	Broadwell	Place, Marie Louise	Freeport
Olson, Florence Mae	Onarga	Plankenhorn, Cleo Glenda	Monticello
Omer, Sister Mary	Bloomington	Plankenhorn, Gladys	Weldon
O'Neal, Lela May	Tallula	Plato, Anna	Granite City
O'Neal, Sarah Cornelia	Tallula	Platt, Bessie Myrtle	Bloomington
Onken, Ferne Elfredia	Buckley	Pleines, Truda Josephine	Minier
Opperman, Frances	Bloomington	Pollock, Mary Ellen	Springfield
Osborn, Edith Esther	Auburn	Pond, Estella Vivian	New Canton
Osgood, Emma Meredith	Milford	Pond, Verna WaVon	New Canton
Osterdock, Zolabelle	Tolono	Pope, Gertrude Irma	Odell
Ostrander, Marguerite	Galesburg	Poree, Vyvien Agnes	St. Louis (Mo.)
Ostrom, Charstan	Morris	Porter, Gertrude	Monmouth
Othoe, Hazel Bernice	Pana	Porter, May Flora	Clinton
Othoe, Pauline Marion	Pana	Potter, Claudia Herrick	Danville
Ott, Elizabeth Mae	New Athens	Potter, Vervadeen	Champaign
Ott, Laura Catherine	New Athens	Powell, Mary Leora	Claremont
Owings, Barbara Haigh	Winchester	Powell, Pauline	Randolph
Oxford, Frances	Martinton	Powers, Kathryn	Belleville

NAME	POSTOFFIS
Prater, Ruth	Ramsey
Pratt, Ethel	Kilbourne
Pratt, Nina	Kilbourne
Pressler, Susie Marie	Carlinville
Preston, Zelma Catherine	Gibson City
Prewett, Maud Alma	Peoria
Price, Bernice Helen	Alton
Price, Lenora Willie	Oconee
Prickett, Hattie Calhoun	Lowder
Pringle, Helen	Normal
Pruitt, Geneva Mary	Watseka
Puderer, Irma Luella	Belleville
Pumphrey, Mabel	Bloomington
Purslow, Balnce Marie	Staunton
Pyle, Edith Margaret	Bunker Hill
Quantock, Edith Erena	Chatsworth
Queen, Eva Gertrude	Bethany
Quigley, Martha Frances	Saunemin
Quinn, Mildred Thelma	Danville
Rader, Nelle May	Hoopeston
Rae, Jane Patterson	Spartan
Ralston, Cavva	Vermont
Ralston, Duzzaa	Vermont
Ramsay, Edith Mabel	Dana
Ramsay, Ruth Romilda	Dana
Ratliff, Rella Ruth	Dahlgren
Rau, Della Blanche	Blue Mound
Rauwella, Verna Ellen	Manteno
Rawlinson, Mary	Crossville
Rayot, Ardell Mae	Odell
Rea, Bessie Pauline	Murrayville
Redman, Mildred May	Grand Ridge
Reece, Helen Anna	Potomac
Reed, Leila Mildred	Shelbville
Reeder, Emma May	Winchester
Reel, Helen Margaret	Pittsfield
Reeves, Lottie Leona	Potomac
Reeves, Luella	Griggsville
Regele, Essyl Mae	Watseka
Rehmus, Clara Eva	Venice
Rehn, Edna Amelia	Osco
Reichel, Bessie May	Peoria
Reichel, Esther Leota	Peoria
Reichhart, Genevieve	New Berlin
Reinbold, Marie Louise	Pittsfield
Remmers, Inez Dorothy	Dixon
Rentchler, Marjorie	Belleville
Rentschler, Ruth Eilene	Dawson
Rethorn, Eula Louise	Chandlerville
Rethorn, Sara Minnie	Chandlerville
Reynolds, Josephine	Clinton
Reynolds, Marie Vergie	Streator
Reynolds, Ruth Willard	E. St. Louis
Reynolds, Viola Nell	Dupo
Reznor, Audrey Alice	Stronghurst
Rhoads, Henrietta Tot	Taylorville
Rhodes, Milbra Rebecca	Bethany
Rhodovi, Melva	Stanford
Rice, Blanche Iona	Edwardsville
Rice, Jessie Elaine	Fisher
Rice, Mary Elizabeth	Potomac
Rich, Lela	Saunemin
Richardson, Florence	Collinsville
Richmond, Edna Ruth	Minier
Rickelman, Celeste	Effingham
Rider, Harriette	Oquawka
Ridge, Beth Gescina	Minonk
Riehl, Norma Louise	Godfrey
Ries, Irene Ethelreta	Oglesby
Ringer, Martha Corollia	Morocco (Ind.)
Ripley, Mabel	Weston
Risinger, Stella Irene	Pekin
Roath, Beatrice Vera	Lacon
Robb, Gertrude Esther	Barry
Robb, Helen Marie	Clinton
Robb, Lee May	Barry
Robbins, Florence Elizabeth	Washburn
Robertina, Sister Mary	Bloomington
Roberts, Betty Matilda	Herrick

NAME	POSTOFFIS
Robertson, Anna Laura	Forsyth
Robinson, Bessie	Normal
Robinson, Elizabeth Jane	Pittsfield
Rocho, Janetta Marie	Amboy
Rodgers, Mildred Catherine	Mt. Carmel
Rodman, Dorothy	Normal
Rogers, Laura Alice	Mackinaw
Rogers, Mabelle Frances	Mackinaw
Rolando, Julia Frieda	Gillespie
Rolley, Bessie Evelyn	Magnolia
Rolofson, Winnie	Wapella
Root, Lucile	Pontiac
Ropp, Alvina Irene	Gibson City
Rose, Martha Louise	Millstadt
Rosell, Gertrude Mathilda	Joliet
Rosenbaum, Jessie Mae	Arrowsmith
Rosenberger, Beulah Gladys	Beardstown
Ross, Abby Loretta	Clinton
Ross, Alice Prewitt	Danville
Ross, Hazel Erma	Palmyra
Ross, Pearl Anna	Princeville
Rotramel, Sarah	Latham
Rousey, Balnce Mae	McLean
Rowe, Mary Alice	Kenney
Roy, Lois Geneva	Pesotum
Ruben, Tillie	Emden
Rupp, Elizabeth C.	Bloomington
Ruppel, Nellie Olive	Chatsworth
Rush, Irma Holstein	Chicago
Russell, Ethel Beedy	Peotone
Russell, Mary	Roberts
Rutherford, Myrtle Susan	Mt. Zion
Rutledge, Mabel	Alpha
Ryan, Helen Keating	Coal City
Ryan, Marie Ramona	Minonk
Ryan, Ruth Anna	Gillespie
Ryan, Winifred Geraldine	Streator
Ryburn, Hazel Elizabeth	Heyworth
Ryder, Ferne	Mt. Vernon
Sackett, Imo Edith	Normal
Sadler, Lena	Stonington
Sadler, Nettie Lena	Danville
Saindon, Anna Marie	Rankin
Salkeld, Pearl Zora	Iroquois
Sams, Jessie Luvina	Bement
Samuel, Cuba Marie	Clinton
Sanford, Grace Sloan	Effingham
Sarius, Pearl Elizabeth	Brighton
Saulmon, Goldie B.	Lawrenceville
Saunders, Sara M.	Rising Sun (Md.)
Sawyer, Maude Lucille	Roodhouse
Saylor, Sarah Ellen	Equality
Schaad, Lila Matilda	Chandlerville
Schaetsick, Bertha	Quincy
Schade, Marie Emelie	Belleville
Schaefer, Irene Emma	O'Fallon
Schaefer, Josephine Caroline	Rutland
Schaefer, Perle Elizabeth	Rutland
Schafer, Esther Sarah	Trenton
Scheffer, Vera Frances	Pekin
Schieber, Anna Carolina	Eureka
Schiffbauer, Gretchen	Henry
Schloz, Elsie Amanda	Pana
Schloz, Emma Helyn	Pana
Schloz, Hilda Frieda	Pana
Schlueter, Anita Cordelia	Collinsville
Schmeizer, Bertha	Bloomington
Schneider, Dorothy	Minonk
Schneider, Edan Margaret	Kankakee
Schneider, Margaret Carrie	Hopedale
Schneider, Mattie Alice	Low Point
Schneider, Rachel Margaret	Minonk
Scholl, Elsie Margaret	Golden Eagle
Schonewise, Clara Bernice	Petersburg
Schroeder, Irma Marie	Normal
Schrumpf, Gladys Amelia	Highland
Schulte, Ellen Louise	Jerseyville
Schwappach, Lillian	Gillespie
Scott, Anna	Lexington



NAME	POSTOFFIS	NAME	POSTOFFIS
Scott, Dorothea Aliene	Franklin	Smith, Margaret Ophemie	Auburn
Scott, Eunice LaVerne	Easton	Smith, Marie Antoinette	Manteno
Scott, Florence Margaret	Lexington	Smith, Mildred Colby	Clifton
Scott, Genevieve Pierce	Normal	Smith, Miriam Charlotte	Morocco (Ind.)
Scott, Helen Mildred	Colfax	Smith, Nellie Meredith	Manchester
Scott, Zelma Elizabeth	San Jose	Smith, Olga Amanda	Crescent City
Scrimger, Julia Ellen	Pekin	Smith, Veda Almira	Granville
Scudamore, Zella	Wayne City	Smull, Gladys Ruth	Moweaqua
Sebastian, Julia G.	New Athens	Snider, Bertha Olivia	Villa Grove
See, Dora	Herscher	Snider, Florence Esther	Otterville
Seguin, Rita	Ransom	Snodsmith, Irma Ruby	Belle Rive
Sehy, Gertrude Alice	Ashland	Snook, Mabel Irene	Atlanta
Seib, Edna Dorothea	Millstadt	Snook, Ruth Mildred	Atlanta
Sellquist, Elen Marie	Stillman Valley	Snyder, Fay Irene	Moweaqua
Senesac, Cecile Marie	Bourbonnais	Snyder, Ina	Vandalia
Sensibaugh, Ruth	Maroa	Sollers, Mary Pauline	Newman
Seybold, Gladys Angeline	Assumption	Solliday, Deborah Wilde	Stonington
Seymour, Esther Melissa	Franklin	Sorrill, Helen Alice	Adams
Shaddock, Lillian	Macon	Sorrill, Lois Esther	Adams
Shade, Wilmina Minnie	Grafton	Soucic, Della Marie	Danforth
Shadle, Lucille LaVern	Olney	Soucic, Iza Flossie	St. Anne
Shaner, Hazel Verda	Neponset	Southwell, Bessie May	Bluffs
Shannon, Genevieve	La Salle	Sparks, Anna	Clinton
Sharp, Bonnie Maurine	Keensburg	Spear, Dorothy Frances	Normal
Sharp, Lucinda	East St. Louis	Spear, Mina Ellen	Rankin
Sharp, Mary Ailene	Keensburg	Speer, Nellie Marie	Cerro Gordo
Sharp, Mary Hannah	Worden	Spencer, Margaret Lorene	Murrayville
Sharples, Dakota	Lombard	Spicer, Ima Pearl	Waggoner
Shea, Elizabeth Thressa	Hopedale	Spicer, Velma Verna	Waggoner
Shearburn, Lena Ruth	Virden	Spidel, Ada Bessie	Pana
Sheehan, Kathleen Elizabeth	Decatur	Spies, Nellie Alta	Cabery
Sheets, Flora Elynn	Lincoln	Spoor, Anna Marcella	Wilmingtton
Shell, Fanny Marie	Mahomet	Springer, Bess	Stanford
Shepler, Melba Meryl	Georgetown	Springer, Laura Margaret	Stanford
Shipley, Lucile	Maroa	Springer, Josephine	Edwardsville
Shively, Minni Susan	La Place	Sprinkell, Esther F.	Vincennes (Ind.)
Shope, Mildred Emily	Bloomington	Stacy, Dessie	Decatur
Short, Martha Evalyn	Galesburg	Stadsholt, Dorothea	Bloomington
Shreve, Marjorie	El Paso	Staggs, Imogene Long	Galesburg
Shuettler, Ruth Irene	Geneseo	Stahl, Josephine Augusta	Grafton
Shuman, Helen Anna	El Paso	Stairs, Esta	Morrisonville
Siber, Pearl Louise	Baylis	Stalker, Mayme Belle	Farmer City
Siedentop, Emma Rose	Ransom	Stanger, Lois Reeves	Normal
Siegert, Eunice Belle	Grayville	Stark, Helen Louisa	Nebo
Siemens, Cora Florence	Lostant	Stateler, Dora Elnora	Martinsville
Siemons, Anna Pauline	Danforth	Staubus, Pearl Mathilda	Cissna Park
Sievers, Edna Emma	Staunton	Stauffer, Leat	Saybrook
Siewers, Helen Elizabeth	Henry	Stauffer, Nellie	Mansfield
Simons, Mae Margaret	Assumption	Steafbold, Mabel Rose	Stillman Valley
Simpkin, Alice	Griggsville	Steele, Anna Elizabeth	E. St. Louis
Simpson, Eva Olivia	Downs	Stegner, Thelma Irene	Tremont
Sims, Etta Mary	Waverly	Stephens, Nan Lea	Astoria
Sims, Geneva Letitia	Saunemin	Stephens, Ora Ann	Bloomington
Sims, Wilma Tressie	Bone Gap	Stephens, Winona Belle	Patoka
Skaggs, Cora Belle	Ancona	Sterrenberg, Irene Marie	Cullom
Skinner, Ethel Vivian	Trenton	Stevens, Lucy Alice	Cuba
Slaten, Alberta	Grafton	Steward, Zella Henrietta	Williamsville
Slinn, Marion Estelle	Chebanse	Stewart, Alice	Normal
Small, Mildred Elizabeth	Colfax	Stewart, Jessie Mabel	Peoria
Smalley, Gertrude	Springfield	Stewart, Ruth Madeline	Bloomington
Smallwood, Lura Ina	Monmouth	Stierwalt, Lora Marie	Toledo
Smedley, Abbie Messett	Petersburg	Stirrett, Blanche Irene	Atwood
Smith, Anne Ethel	Geneseo	Stirrett, Flossie Fern	Atwood
Smith, Bernis	Maroa	Stockhaus, Bernice	McNabb
Smith, Bonnie Dell	Maroa	Stockhaus, Judith	McNabb
Smith, Cecile Marie	Buffalo	Stocks, Ruth Elizabeth	Monmouth
Smith, Christine Julia	Libertyville	Stoltz, Ida Jane	Lawrenceville
Smith, Edith	Versailles	Stone, Iva Mae	Wapella
Smith, Ethel	Clinton	Storckman, Gertrude	Keensburg
Smith, Eva Hypashia	Mt. Pulaski	Storm, Alice Cary	Joliet
Smith, Evelyn Louise	Monmouth	Stouthamer, Florence	Bureau
Smith, Freeda Olive	Gibson City	Stratton, Nelle	Urbana
Smith, Genevieve	Dalton City	Stroheker, Cora Jane	Barry
Smith, Ina Kay	Lexington (Ky.)	Stroman, Deane Agnes	Fairview
Smith, Iona	Bloomington	Strong, Ethel Violet	Taylorville
Smith, Jean Lyne	Lexington (Ky.)	Strouse, Helen Ruth	Bloomington
Smith, Lulu Pearl	Eureka	Sturm, Bessie Hazel	Edelstein
Smith, Mae Lillie	Allerton	Sullivan, Ruth Margaret	Litchfield
Smith, Marcella Teresa	Gillespie	Summers, Edith Louise	Bloomington

NAME	POSTOFFIS	NAME	POSTOFFIS
Summitt, Edna Lucille	Sullivan	Valentine, Kathrynne Luella	Monticello
Sutherland, Blanche	Illioopolis	Vancil, Cordelia Pearl	Edinburg
Sutherland, Mary Leona	Lawrenceville	Vandervoort, Verna	Heyworth
Sutherland, Pearl	Normal	VanDeventer, Faye	LeRoy
Sutherland, Trissie	Lawrenceville	Vaninger, Alma Helen	Trenton
Sutter, Myrtle Florence	Normal	VanLoon, Gertrude	Mason City
Sutton, Edith Anna	Springfield	VanNess, Chonita Fayette	McLean
Sutton, Jeanette	Kilbourne	VanNess, Thelma	McLean
Swallow, Nellie Martha	Gibson City	Vannier, LeBelle Mercedes	Bluffs
Swanson, Helen Irene	Clarence	VanTuyt, Jeannette Electa	Monmouth
Swearingen, Lena Mae	McLean	VanTuyt, Mary Allie	Monmouth
Swigart, Leta Gail	Farmer City	Varnum, Gladys	Granite City
Syfert, Blanche	Findlay	Vass, Verna Viola	Divernon
Tackwell, Nannie	Waynesville	Verkler, Lillian Belle	Cissna Park
Tammes, Martha Hannah	Delavan	Vielweber, Clara	New Athens
Tappe, Agnes Theresa	Freeport	Vigles, Maude Elizabeth	Decatur
Tappe, Mary Alberta	Freeport	Vincent, Grace Edith	Mendota
Tappe, Maysie Lovina	Bloomington	Vincent, Ila	Springfield
Tappe, Nina Marie	Bloomington	Vliet, Golda Evelyn	Potomac
Tate, Lola	E. St. Louis	Vogel, Edith Tolitha	Lincoln
Tatman, Florence Irene	Normal	Vogel, Irene Matilda	Benson
Taylor, Floe Marie	Baylis	Vogel, Mabel Carrie	Alton
Taylor, Luella Odette	Jackson (Miss.)	Vogler, Minnie Marie	Mendota
Taylor, Olive Irene	Panola	Vollmar, Jessie Harriette	Herscher
Taylor, Ruth Lola	Edwards	Vortman, Freda	Winchester
Tee, Vivienne Harriet	Bloomington	Votsmier, Mayme Elizabeth	Ashland
Teeples, Vivian Frances	Rushville	Votsmier, Ruth Marie	Ashland
Terwilliger, Ruth Elizabeth	Heyworth	Wabben, Bertha Mildred	Danforth
Teter, Nell Fern	Greenview	Wabben, Pearl Bessie	Danforth
TeWalt, Blanche Lois	Lawrenceville	Wade, Doris Leola	Danville
Theis, Mildred Margaret	Kankakee	Waggoner, Inez Jane	Guys
Thoen, Sophie Marie	Normal	Wagner, Alma Cecilia	Girard
Tholin, Marue Laura	Barry	Wagner, Rose Grace	Eureka
Thomas, Jean	Mt. Stearling	Wagner, Susan Kathryn	Peoria
Thomas, Lucie	Ladd	Wainscott, Gladys Olive	Kimmundy
Thomas, Lynas Margaret	Decatur	Wakefield, Selma Edna	Cowden
Thompson, Charlotte	Chesterfield	Wakeford, Gladys	Norris City
Thompson, Clara Eileen	Catlin	Walden, Eunice Pauline	Clinton
Thompson, Jessie	Arthur	Walden, Flossie	Girard
Thompson, Marie Cecelia	Toluca	Walker, Ida Mildred	Normal
Thompson, Marjorie Baitt	Stronghurst	Walker, Lillias	So. Wilmington
Thompson, Paluine Elberta	Saybrook	Walkup, Eunice	Normal
Thomson, Charlotte	Palinfield	Wall, Mary Agnes	Bloomington
Tiffin, Yvonne Esther	Hillsboro	Wall, Theresa Cecilia	Bloomington
Tilbury, Sadis Cora	Zion	Wallace, Frances	Gibson City
Tillotson, Jessie Inez	Armstrong	Walley, Lois Loretta	Stonington
Tirey, Eva Orlena	Altamont	Walsh, Edna Marie	Monticello
Tobias, Grace May	Normal	Walsh, Marguerite	Streator
Tobias, Lela	Normal	Walter, Eva May	New Berlin
Todd, Florence Mayo	Aurora	Waltmire, Margaret Estella	Pekin
Todd, Tina	Momence	Walton, Clara Grace	Nokomis
Todd, Veta Mae	Clinton	Ward, Elizabeth	Bloomington
Tolley, Cornelia	London Mills	Ward, Eunice Elizabeth	Colfax
Tomlin, Helen Meryl	Dalavan	Warner, Lucy Jane	Manteno
Tomscheck, Agnes Marie	Loda	Warren, Celia Elizabeth	Peotone
Torbert, Grace Eleanor	Clinton	Warren, Dorothy	Oglesby
Townsend, Louise Frances	Winchester	Warren, Mabel Frances	Peotone
Traut, Leota Adella	New Athens	Washburn, Gladys Ethlyn	Bloomington
Travis, Gladys Elizabeth	Bloomington	Waterbury, Marian	Polo
Tredennick, Florence	Strawn	Watkins, Bessie Desire	Taylorville
Tressler, Jettie Mae	Cowden	Watkins, Ruth Elizabeth	Normal
Tressler, Lillian Anna	Herrick	Watson, Addie Margaret	Rossville
Trinkle, Estella Marie	Mahomet	Watson, Clara	Normal
Trott, Pauline Eleanor	Stanford	Watts, Daphna	Centralia
Tschannen, Selma	Highland	Wealing, Mary	Thawville
Tucker, Grace	Normal	Weaver, Laura Frances	Decatur
Tuggle, Stella Mae	Clinton	Weaver, Marion Frances	LaSalle
Turley, Grace Edith	Lincoln	Webb, Jennie Elizabeth	Mason City
Turnbaugh, Alta	Nebo	Webb, Neva Fern	Chillicothe
Turner, Esther Sloan	Palmyra	Webber, Bertha Mathilda	Washburn
Turner, Ferne Shirley	Havana	Webber, Nettie Muriel	Ludlow
Turner, Flora Jane	Zion	Weber, Lilah Irene	Ransom
Turner, Lois Mary	Fairview	Webster, Aaro Vansant	Chebanse
Underwood, Clellia Agnes	Farmer City	Webster, Alice Livone	Streator
Underwood, Mae	Loogootee	Webster, Lillian Berniece	Sumner
Underwood, Maude	Patoka	Weedman, Esther Mae	Normal
Unice, Cleta Anna	McLean	Weedman, Leta Agnes	Normal
Unzicker, Etheleen Dorie	Washburn	Weekly, Ora	Normal
Upchurch, Hazel	Versailles	Weitkamper, Kathryn	Lincoln

NAME	POSTOFFIS	NAME	POSTOFFIS
Welch, Florence	Ramsey	Woodruff, Blanche Lenore	Onarga
Wellman, Helen Maude	Lee Center	Woodward, Helen Audrey	Clinton
Wells, Carmen Osstell	Harristown	Woodward, Olive Belle	Clinton
Wells, Emma Gertrude	Pittsfield	Woodward, Vera Caroline	Gardner
Wells, Ethel Rose	Bloomington	Workman, Eva Alta	Loami
Wells, Eva Lorene	Newman	Worley, Lena Belle	Illioopolis
Wellman, Edna Agnes	Lovington	Wright, Emma Gifford	Cabery
Wells, Mary Louise	Pittsfield	Wright, Harriet Leota	Lincoln
Wemken, Helena Ethel	White Hall	Wright, Luella Mary	Galesburg
Wendle, Elisabeth Catherine	Dow	Wright, Olive Beth	Cabery
Wepprecht, Louisette	Union Hall	Wright, Vera Alice	Clinton
Werner, Helen Margaret	Farmington	Wyllie, Jennie Ellen	Emington
Werries, Dorothy Dee	Peoria	Wynd, Florence Mildred	Mt. Pulaski
Werries, Jette Johanna	Peoria	Wysong, Gertrude	Maroa
West, Stella	Carlinville	Yard, Marie Anna	Carlinville
Westerlund, Florence	Magnolia	Yardley, Frances Vonnee	Mason City
Whalen, Gladys Marie	Granite City	Yates, Bertha Mae	Ellis
Wheeler, Olive Stone	Chesterfield	Yates, Deihl	Griggsville
Wheeler, Urania	Putnam	Yates, Margaret Laura	Griggsville
Wheeler, Violet Emma	Plainview	Yeakel, Esther Ellen	Mendosa
Whitaker, Lillian Pearl	Cissna Park	Yeakel, Gladys Rachael	Stanford
White, Margaret Zeta	Utica	Yoder, Ruth Louise	Bloomington
White, Mary Ellen	Washburn	Yontz, Helen Ethel	Chrisman
White, Orpha Luceil	Toledo	York, Leila Frances	Milton
Whited, Laura Myrtle	Buda	Youle, Wilhelmina	Saybrook
Whitehead, Garnette L.	Galesburg	Young, Bernice Elizabeth	Rossville
Whitehouse, Marie Lela	Pana	Young, Calva	Grand Chain
Whites, Mary Louise	Lewistown	Young, Dolly Mae	Mt. Pulaski
Whitesel, Gladys	Cissna Park	Young, Lucy Belle	Robinson
Whitlock, Opal Hill	Decatur	Young, Sylvia Velma	Sauanemin
Whitney, Lela Marie	Springfield	Zeller, Rose	Alexander
Whitson, Aley	Peoria	Zerbolio, Pearl Jane	Benld
Whitwood, May	Bloomington	Zerkel, Myra Jane	Dundas
Wible, Helen Maude	Mason City	Zuliana, Mary Anna	Toluca
Widman, Ethel Angelyn	Ransom	Zweifel, Henrietta May	Odel
Wilcox, Bessie Myra	Carlyle	Adams, John Phillip	Fairfield
Wilcox, Thora Morton	Elmwood	Aden, August	Flanagan
Wilder, Myrtle Alma	Staunton	Allen, Elmer Young	Dahlgren
Wiley, Florence Lillian	Sparland	Allen, Thomas	Bement
Wilkey, Daisy Dimple	Belle Rive	Althaus, Carl	Mendota
Wilkinson, Bertha Lucile	Ransom	Anderson, Harry Curtis	Potomac
Will, Bessie Mae	Fairview	Anderson, William Royal	Roodhouse
Willard, Katherine Delilah	Fairfield	Armstrong, Myron G.	Chandlerville
Williams, Edith Ruth	Calhoun	Askw, Samuel Leroy	Dahlgren
Williams, Millie Mabel	Oakwood	Atkinson, Samuel N.	Roodhouse
Williamson, Eunice N.	East St. Louis	Atteberry, Lloyd	Armington
Williamson, Helen C.	Bloomington	Augsburger Edmund	Carlock
Williamson, Mary L.	East St. Louis	Austin, Isaac	Carmi
Willocks, Daisy Marie	Mason City	Balnum, Donald	Paxton
Wilmert, Ruth Marie	Atlanta	Baird, William E.	Bunker Hill
Wilson, Blanche	Clinton	Barnhart, Harold William	Atwood
Wilson, Elsie Marie	St. Joseph	Barr, James Wesley	Delafield
Wilson, Grace Edith	Sidney	Bate, Langston Fairchild	Danville
Wilson, Helen Gould	Granville	Beavers, Robert Charles	Cazenovia
Wilson, Jeanette	Godfrey	Bechtold, Ray Harold	Girard
Wilson, Katie	Tovey	Birkhead, Zae Paul	Bethany
Wilson, Lillian Nancy	Mansfield	Black, Roy Alexander	Kappa
Wilson, Mary	Godfrey	Black, Thomas S.	Lexington
Wilson, Pauline Clara	Corydon, (Ind.)	Blakely, Russell Harold	Fairfield
Wiltjer, Zelma Susie	Watseka	Blickenstaff, Daniel	Cerro Gordo
Wiltz, Lucile Marie	Minonk	Bone, Maurice Oberlin	Normal
Winegarner, Hazel Merret	Decatur	Boyer, Charles Price	Worden
Winslow, Helen Margaret	Fairbury	Brace, Lee	Pearl
Winslow, Vera Marcella	Fairbury	Bradley, Ransom Lee	Davis
Winsor, Ruby Gertrude	Farmer City	Briar, Amer Russell	Orangeville
Winterbottom, Esther Mae	Morris	Brown, Cyrus	Hettick
Wirth, Leona Anna	Mt. Carmel	Brown, Ray G.	Kurtz (Ind.)
Wise, Wilma Caroline	Lawndale	Brunson, Harry	Atwood
Wisthuff, Olive Pearl	Urbana	Bryant, Ray Benjamin	Edgewood
Witherspoon, Victoria	Danville	Bryson, John Orville	Pana
Wodetzky, Anna Catherine	Lincoln	Butler, Levi Martin	Wyanet
Wolfcott, Bessie Ada	Gardner	Byquist, Robert	Bloomington
Wolf, Alice Nora	Odel	Cade, Carol	New Windsor
Wolfe, Goldie Viola	Payson	Cade, Oscar Siegal	Atkinson
Wolfe, Murel	Normal	Cain, George Earl	Loami
Wolgast, Helen Violet	Danforth	Cavitt, John William	Woodland
Wolgast, Ruth Esther	Danforth	Close, Roy	Palmyra
Wood, Etha Elizabeth	Mt. Carmel	Crawford, Arthur Reed	Dana
Wood, Ilda Mae	McNabb	Coatney, Elmer Clarence	Shipman



NAME	POSTOFFIS	NAME	POSTOFFIS
Cosart, Herring Gleason	Cowden	Keel, Clarence Joseph	Trivoli
Cross, Harry Everett	Dahlgren	Kennedy, Thomas Hart	Normal
Cunningham, Briggs	St. Francisville	Kerrick, Carleton Everly	Bloomington
Cunningham, Coen	Lawrenceville	King, Joe Warren	Danville
Current, Seymour Milton	Homer	Koehler, Freeman A.	West Salem
Current, Victor Van	Homer	Lahman, Carroll P.	Franklin Grove
Dale, Albert	Belle Rive	Lair, Albert A.	Jacksonville
Danisage, John	Braceville	Langfeldt, Grover H.	Mt. Pulaski
Danneberger, Charles	Shelbyville	Lawrence, Wasson Watts	Fairfield
Davis, George Perrin	Bloomington	Lee, Merrill Wm.	Mackinaw
Davis, Jay James	Deer Creek	Little, John	Virden
Denison, Sidney	Keokuk (Iowa)	Littlewood, Harold R.	La Moille
Dobbs, Thomas Wiley	Herrick	Lowdermilk, Ronald	Girard
Dodson, Raymond Bristol	Roberts	Lutz, Franklin Harold	Bloomington
Dohrs, Alfred Marten	Modesto	Lyon, Glenn Russell	Pana
Doty, Albert Orrin	Normal	Lyons, James Henry	Shipman
Doty, Everette Raymond	Olney	McClure, Guy	Belle Rive
Eckert, William Alfred	Millstadt	McColley, Walter Scott	Heyworth
Edwards, Charles William	Otterville	McCollom, Roy Milton	Farmerville
Elliff, John Ewing	Pekin	McCue, Thomas Edward	Williamsville
English, Robert Wallace	Bloomington	McElroy, Lester Bly	Seymour
Ernest, Robert Benjamin	Decatur	McKim, Chester L.	Bethany
Evans, Arch Robert	Bellmont	McMahon, Edward L.	Lacon
Everett, John Anderson	Roodhouse	McTaggart, Daniel Lewis	Antioch
Everett, Orville Lewton	Farmer City	Mapes, Paul Edwin	Annawan
Farnam, Herbert Lee	Manito	Mathis, Alvin Leroy	Bloomfield
Fiedler, George L.	New Athens	Melton, Rommie Robert	Carbondale
Fogle, John Thomas	Fairfield	Merrill, Frank Willard	Speer
Fraley, John Eugene	Forreston	Meyer, Frank Rudolph	Green Valley
Frankenberger, Albert	Sheridan	Miller, Alfred Frederick	Cisne
Frechill, Calude Donald	Strawn	Miller, Perl H.	Potomac
Fristoe, Dewey Franklin	St. Elmo	Miller, Walter Hubert	Decatur
Garber, Lee Orville	Fairbury	Millman, Lewis	Normal
Gatewood, Jacob	Mt. Vernon	Montgomery, Arthur	Atlanta
Gaumer, Everett Haie	Danville	Moore, Byron Rossell	Normal
Gosse, Homer Amos	Champaign	Moore, Clifford Walter	Stanford
Glossop, Harry Leo	Winchester	Moore, Paul Robert	Carlinville
Gray, Orley E.	Downs	Mosley, James Madison	Franklin
Gray, Rolland Otis	Maxwell	Murphy, William	El Dara
Greene, Oliver Morton	Kinmundy	Muskopf, Leroy Henry	Millstadt
Greer, Herman	Norris City	Nash, Charles W.	Madison
Grodeon, Elmer A.	Lebanon	Neal, Irl J.	Mattoon
Gutel, Earl George	Odell	Nelson, Gilbert D.	Bloomington
Hammerlund, Chester	Paxton	Nelson, Harry Elmer	Aurora
Hannon, Walter Leo	Ivesdale	Nelson, Raymond Andrew	Argenta
Hanson, Archie Milton	Normal	Newlin, John	Georgetown
Harmon, Homer Noah	Walsh	Newman, Harold R.	Danville
Harrison, Hugh B.	Bloomington	Nichols, George Elzie	Monticello
Harrison, Jean Paul	Bloomington	Parrish, Melvin	Athens
Heininger, Charles Wm.	Henry	Peters, Isaac Lee	Streator
Held, LeRoy Myers	Washburn	Pettit, Charles A.	Bloomington
Henze, Cornelius Fred	Alhambra	Phelps, Charles Fenton	Hoopeston
Hertel, Alfred Louis	Belleville	Phelps, William Earl	Munice
Hertel, Louis John	Millstadt	Phipps, George Carl	Carmi
Hibbs, Adam	Greenview	Plummer, Vernon L.	Pittsfield
Hilsabeck, Hugh R.	Windsor	Primmer, George Henry	Mahomet
Hoffman, Ernest Philip	Pekin	Pringle, Kenneth Ralph	Normal
Hoke, Philip Marion	Heyworth	Pulliam, Roscoe	Millstadt
Holt, Isaac Ray	Edinburg	Puntney, Harry E.	Grayville
Hooker, LeRoy	Saybrook	Quick, William Eston	Francisville
Hooper, H.	Pittsfield	Rabe, Fred Stanislas	Forest City
Horst, Paul D. H.	Huey	Rachow, Tipmer	Livingston
Huffington, Paul	Normal	Rebbe, Alfred	Chester
Huffmaster, Clifford W.	Stewardson	Ring, Eli Franklin	Benson
Hutchinson, John H.	Sumner	Robinson, Joseph Hugh	Murphysboro
Hyatt, Joseph Lewis	Benham	Robinson, William Jonas	DeKalb
Inskip, James E.	Fairfield	Rosell, Clarence Arthur	Joliet
Ireland, Guy Williams	Kenney	Ryan, William	Lincoln
Irving, Bruce Russell	Peoria	Schluter, Ira Lee	Dongola
Jack, Clarence A.	Mendota	Schroeder, Karl M.	Normal
Jenkins, Berle Lawrence	Clinton	Schroeder, Orville Henry	Minier
Jensen, Elmer A.	Heyworth	Scroggins, Leo William	Essex
Johnson, Leon	Macedonia	Seifert, Victor J. H.	Yorkville
Jones, Harold E.	Argenta	Sharpe, Cecil	Panola
Jones, Ivan Orrell	Effingham	Shick, Ralph Andrew	Congerville
Jones, James Paul	Normal	Shrontz, James Joseph	Grant Park
Jones, Kenneth H.	Normal	Sims, Glen Emmerson	Palmyra
Justus, Paul K.	Ipava	Smith Harold Lyman	Hopedale
Karch, Alvin Frederick	Maunie	Smith, Louis Francis	Henry

NAME	POSTOFFIS	NAME	POSTOFFIS
Smith, Ray H. ....	Stonington	Watson, Lynn Robinson .....	Normal
Songer, Frank .....	Xenia	Webb, Chester Jesse .....	Galesburg
Spencer, Harold Finley .....	Barrington	Werner, Eugene .....	O'Fallon
Staats, Riley .....	Sumner	Weston, Harry Augustus .....	Geneseo
Stacy, Walter Matthew .....	McLean	Wheeler, Bruce Elijah .....	Scottville
Stehr, Irving, David .....	Bonfield	Wheeler, Mayo Walter .....	Plainview
Sterling, William H. ....	DuQuoin	White, Charles E. ....	Forest
Stults, Harold Strate .....	Palmyra	White, Roy Francis .....	Campbell Hill
Sullivan, Samuel B. ....	Mt. Zion	Whitaker, Chester H. ....	Cissna Park
Taubeneck, Ignatius D. ....	Marshall	Wiegand, William Geo. ....	Red Bud
Test, Everett H. ....	Hersman	Wiggle, Gilbert Evan .....	LeRoy
Thompson, Charles .....	Saybrook	Williams, Herman Allen .....	Chesterfield
Tillotson, Hosca L. ....	Armstrong	Williams, Rolla Franklin .....	Sumner
Tippit, Lee Fulton .....	Dundas	Williams, Walter Willard .....	Chapin
Tobias, Howard Arthur .....	Normal	Williamson, Holland .....	Danville
Tomberlin, Earl .....	Charleston	Wilson, Donald H. ....	Apple River
Towsend, Clarence E. ....	Springfield	Wilson, Fred A. ....	Williamsville
Turner, William R. ....	Palmyra	Wilson, William Calvin .....	Fairview
Underbrink, Henry .....	Archie	Windmiller, Hazen E. ....	Pittsfield
Utterback, Laurxcee .....	Danville	Winegarner, Estell Homer .....	Normal
Vliet, Andrew Jackson .....	Potomac	Wirth, Edward H. ....	Waterloo
Vogler, John Daniel .....	New Athens	Woods, George Sidney .....	Berdan
Wacaser, Edmond .....	Lovington	Wrench, Noble George .....	Mansfield
Wacaser, Emory E. ....	Stonington	Wuersch, Edwin Joseph .....	Henderson
Waincott, Austa B. ....	Patoka	Yordy, Alvin Ray .....	Eureka
Wakefield, Roy W. ....	Cowden	Ziebold, Eugene Henry .....	Bloomington
Walsh, Stephen Patrick .....	Elkhart	Zoller, George .....	Kellerville

## HIGH-SCHOOL STUDENTS

## SENIORS

NAME	COUNTY	POSTOFFIS
Adams, Ivy Matilda .....	McLeard	Tallula
Baker, Aubrey .....	McLean	Shirley
Baltz, Harold .....	St. Clair	Millstadt
Barlow, Gertrude .....	McLean	Bloomington
Beckman, Wilma Blanche .....	McLean	Bloomington
Bennett, Warren .....	McLean	Normal
Bergstrom, Paul .....	McLean	Normal
Buchanan, Alta .....	McLean	Normal
Crayton, Hadley Stone .....	McLean	Towanda
Dennis, Lucile Gertrude .....	McLean	Normal
Dodd, Lester .....	Sangamon	Loami
Dodson, Mildred .....	McLean	Normal
Doty, Albert .....	McLean	Normal
Fitzgerrell, Katherine .....	McLean	Normal
Fry, Clyde Emery .....	McLean	Randolph
Gingerich, Eura .....	Iroquois	Cissna Park
Harrison, John .....	Sangamon	Auburn
Kerrick, Josephine .....	McLean	Normal
Linderer, Josephine .....	Marshall	La Rose
Lutz, Grechen Lenore .....	Grundy	Gardner
Lynn, Letitia Mae .....	Cass	Oakford
Naffziger, Elsie .....	McLean	Stanford
Neeld, Phyllis .....	McLean	Normal
Reece, Hartzell .....	McLean	Normal
Reynolds, Louise .....	McLean	Normal
Rice, Lucille .....	McLean	Normal
Shultz, Frances .....	McLean	Shirley
Smith, Velma .....	McLean	Randolph
Vandeventer, La Fay .....	Brown	Versailles
Vincent, Bessie Pearl .....	McLean	Cooksville
Wiggins, Helen Ruth .....	McLean	Normal
Yates, Deihl .....	McLean	Normal
Yates, Jefferson .....	McLean	Normal
Zook, Fay .....	McLean	Normal

## JUNIORS

Ackerman, Winifred .....	Champaign	Rantoul
Adams, Harry .....	McLean	Bloomington
Ambrose, Lois .....	McLean	Hudson
Ames, Florence .....	McLean	Hudson
Bailey, Luther Raymond .....	Calhoun	Hardin
Baker, Wayne .....	McLean	LeRoy
Basting, Dorothy L. ....	McLean	Bloomington
Basting, Rachel Mary .....	McLean	Bloomington
Baucom, Irl DeWitt .....	McLean	Normal



NAME	COUNTY	POSTOFFIS
Bayley, Bartlett Isaac	White	New Haven
Best, Marjorie Osborne	McLean	Bloomington
Bill, Arthur	McLean	Normal
Bird, Helen	McLean	Bloomington
Bliss, Dorothy	McLean	Colfax
Boulware, Lyle	McLean	Bloomington
Boyer, Gaylord	McLean	Bloomington
Bozarth, Harold	McLean	Bloomington
Burkholder, Julia	McLean	Normal
Bushee, Mabelle	McLean	Normal
Cassaday, Ethel Mae	McLean	Bloomington
Clark, Ida Lois	Ford	Elliot
Cline, Fern	McLean	Normal
Cribb, Vance Newton	McLean	Normal
Crisler, Helen Agnes	McLean	Normal
Dee, Mary	McLean	Normal
Flanagan, Francis	McLean	Normal
Flanagan, Martha	McLean	Normal
Fleming, Helen	McLean	Bloomington
Haas, Arline	Woodford	Minonk
Haker, Wilber	McLean	Normal
Henderson, Murray	McLean	Bloomington
Hoffman, Wilbur Merle	DeWitt	Waynesville
Holmes, Elizabeth	McLean	Normal
Hopkins, Minnie M.	Bureau	Tampico
Karcher, Irma L.	McLean	Normal
Keller, Henry	McLean	Hudson
Kelley, William	McLean	Bloomington
Kemp, Vera Belle	McLean	Weston
Kirkpatrick, Helen Ruth	McLean	Carlock
Knight, Mary Faye	Ford	Paxton
Lanthorn, Thelma	McLean	Normal
Lawrence, John R.	McLean	Hudson
Lee, Angeline M.	McLean	Normal
Lloyd, Henry	McLean	Bloomington
Lloyd, Marie	McLean	Bloomington
Lloyd, Spencer	McLean	Bloomington
McElhiney, Dorothy	McLean	Normal
Malone, George	Macon	Maroa
Manchester, Charlotte	McLean	Normal
Manchester, Gertrude	McLean	Normal
Morrell, Beatrice C.	McLean	McLean
Mortimer, Hazel A.	McLean	Normal
Neathery, Clyde S.	Fayette	Vandalia
Noggle, Margaret	McLean	Bloomington
Noggle, Wave	McLean	Hudson
O'Brien, Maurice E.	Tazewell	Deer Creek
Ott, Mae	Logan	Middletown
Owen, Virginia	McLean	Normal
Payne, Martha	McLean	Bloomington
Pringle, Kenneth	McLean	Normal
Rhea, Grace	McLean	Bloomington
Riseling, Cecil	McLean	Bloomington
Robinson, Lorena	McLean	Bloomington
Robinson, Oswald	McLean	Normal
Robinson, Raymond	McLean	Bloomington
Ropp, Peter	McLean	Normal
Ross, Elsie Louise	Woodford	Congerville
Sackett, Imo E.	McLean	Normal
Schenfeldt, Elizabeth	McLean	Normal
Schroeder, Karl	McLean	Normal
Searles, Ruth	McLean	Lexington
Short, Cecil	McLean	Normal
Smith, Cornelia	McLean	Normal
Surface, Ralph	McLean	Normal
Turner, Hazel	McLean	Normal
Turner, Ralph	Livingston	Cornell
Van Petten, Louis	McLean	Normal
Weaver, Ruby	Ford	Loda
Weber, Louise	McLean	Bloomington
Weinzierl, Thea F.	McLean	Heyworth
Wood, Carl H.	McLean	Cooksville

## SOPHOMORES

Adams, Ruth	McLean	Normal
Allen, Abram	McLean	Normal
Allen, Henry	McLean	Bloomington
Ambrose, Stephen	McLean	Hudson
Browning, Ruth	McLean	Bloomington

NAME	COUNTY	POSTOFFIS
Burrows, Gladys	McLean	Towanda
Conger, Harold	Lee	Prophetstown
Coolidge, John	McLean	Bloomington
Davis, Clyde	McLean	Normal
Denton, Emily	McLean	Normal
Entsminger, Sammie	McLean	Normal
Field, Irene	McLean	Normal
Foster, Gertrude	McLean	Shirley
Foster, Lain	McLean	Bloomington
Gapen, Elden	McLean	Normal
Gruber, Russell	McLean	Bloomington
Henderson, Murray	McLean	Bloomington
Hicok, Park	McLean	Bloomington
Hill, Lyle C.	McLean	Bloomington
Hinton, Eleanor	McLean	Normal
Horn, Velma Margaret	McLean	Normal
Hostetler, Edith	McLean	Bloomington
Jackson, Bessie	McLean	Normal
Kelley, James	McLean	Normal
Kelley, Martin	McLean	Normal
Kendall, Zelma Irene	Menard	Oakford
Kewley, Howard	Ford	Piper City
McCormick, Alice	McLean	Normal
Mason, Harold	McLean	Normal
Mantle, Charlotte	McLean	Bloomington
Mohar, Henri	McLean	Normal
Moore, Dorothy Fern	McLean	Normal
Murray, Mildred Elizabeth	McLean	Normal
Nichols, Alalia Adella	Woodford	Goodfield
Otto, Edna Mae	McLean	Normal
Patton, Arthur Wayne	McLean	Normal
Patton, Leslie Faye	McLean	Normal
Pickering, Jerry Lee	McLean	Normal
Pricer, Anna	McLean	Normal
Quinn, Dayle	McLean	Shirley
Robinson, Edwin	McLean	Bloomington
Robinson, John Leonard	Scott	Roodhouse
Ropp, Martha Ellen	McLean	Carlock
Scott, Dorothy	McLean	Normal
Thomson, Mack LeRoy	McLean	Normal
Vogt, Esther	Monroe	Columbia
White, Dorothy Louise	McLean	Normal
Womack, Louise	McLean	Towanda
Yoder, Dorothy Elizabeth	McLean	Bloomington
Young, Fred William	McLean	Normal

## FRESHMEN

Adams, Kenneth Howard	McLean	Normal
Adler, Myra Iola	Madison	St. Jacobs
Augustine, Areta May	McLean	Normal
Baker, Goldie	McLean	Shirley
Basting, Roy	McLean	Bloomington
Basting, Ruth Lucile	McLean	Bloomington
Bayliss, Helen Vermona	McLean	Normal
Beabout, Reeves	McLean	Normal
Bennett, William Ezra	McLean	Normal
Blair, Vera	McLean	Normal
Branaman, Cecil John	McLean	Bloomington
Brown, Anita Lee	McLean	McLean
Chamberlain, Fred	Ford	Piper City
Coolidge, Margaret Jane	McLean	Bloomington
Custer, Evangeline	McLean	Normal
Davis, David	McLean	Bloomington
Dillon, Burt	McLean	Bloomington
Dillon, Helen Ruth	McLean	Bloomington
Durning, Floyd	McLean	Normal
Feyerabend, Lewis	Jersey	Jerseyville
Flanagan, Mary Elizabeth	McLean	Normal
Freise, Dorothy Ellen	Kankakee	Bonfield
Gill, Catherine Laverna	McLean	Randolph
Glasgow, James	McLean	Normal
Greer, Arthur J.	Fayette	Vandalia
Greer, George Kenneth	Fayette	Vandalia
Hoffman, Robert Milton	DeWitt	Waynesville
Huffman, Alma	Logan	Mt. Pulaski
Johnson, Janece	McLean	Normal
Kelley, Margaret Evelyn	McLean	Normal
King, Aura Stanton	McLean	Carlock
Knapp, Norma Leona	Hamilton	Dahlgren

NAME	COUNTY	POSTOFFIS
McCormick, Josephine	McLean	Normal
Mantle, Frances	McLean	Bloomington
Maurer, Lillian	McLean	Normal
Messer, Lowell	McLean	Lexington
Miller, Esther Mae	McLean	Normal
Miller, Etta	McLean	Normal
Mohar, Nathan	McLean	Normal
Neal, Chester Field	Sangamon	Rochester
Paul, Lawrence	McLean	Normal
Peabody, Winifred	Christian	Assumption
Penrith, Ethelwynne	McLean	Normal
Poynter, Sylvia Nellie	Vermilion	Hoopeston
Reed, Raymond	McLean	Randolph
Richart, Edna May	McLean	Bloomington
Rienhart, Harold	McLean	Gridley
Rienhart, Kerwin	McLean	Gridley
Robinson, Elizabeth	McLean	Normal
Rodman, Richard Leaton	McLean	Normal
Ropp, Clarence	McLean	Normal
Ropp, Marie Marguerite	McLean	Normal
Ross, Gertrude	Woodford	Congerville
Sage, Mabel Lois	McLean	Normal
Scott, William Duane	McLean	Normal
Shenk, Arnold	Will	Wilmington
Stewart, Nadine	McLean	Normal
Stoops, Clifton	McLean	Cooksville
Summers, Albert William	McLean	Bloomington
Tatman, Helen	DeWitt	Waynesville
Tobias, Leola E.	Logan	Lincoln
Turner, Charlotte	McLean	Normal
Whitehouse, Doris	McLean	Normal
Wiggins, Merlin Dean	McLean	Normal
Williams, Grace	McLean	Bloomington

## SUMMARY OF ATTENDANCE

Twelv Months Ending June 10, 1921

Senior College Graduates .....	20	
Junior College Graduates .....	36	
	<hr/>	56
Teachers College Undergraduates .....		93
	<hr/>	
Normal School Graduates .....	101	149
Undergraduates		
Section A .....	35	
B .....	45	
C .....	23	
D .....	6	
E .....	8	
F .....	9	
G .....	1	
H .....	2	
G—H .....	19	
I .....	13	
J .....	17	
L .....	18	
M .....	9	
N .....	16	
O .....	3	
P .....	25	
	<hr/>	249
	<hr/>	350
Mid-Spring Term .....	252	
New for the year in Mid-Spring Term .....		249
Summer Term 1920, First Term .....	1989	
Summer Term 1920, Second Term .....	528	
	<hr/>	2517
Different summer students .....		2303
Total attending only in summer .....		2144
Different students in Normal School .....		2892
High-school students, graduates .....	34	
Third year .....	81	
Second year .....	50	
First year .....	65	
	<hr/>	230
Elementary pupils (12 months) .....		470
Kindergarten pupils .....		78
	<hr/>	
Total of resident pupils and students .....		3670
Non-resident students in Extension Courses .....		37
Non-resident students in Correspondence Courses .....		85
	<hr/>	
Grand total, resident and non-resident .....		3792
To these should be added 350 children in the Soldiers Orphans Home whose school instruction is in charge of the State Normal University.		

# ATTENDANCE BY COUNTIES

## NORMAL DEPARTMENT AND TEACHERS COLLEGE

Adams	9	Jersey	15	Sangamon	94
Bond	2	JoDaviess	4	Schuyler	4
Brown	12	Johnson	1	Scott	33
Bureau	37	Kane	4	Shelby	31
Calhoun	11	Kankakee	60	Stark	5
Carroll	2	Kendall	2	St. Clair	71
Cass	22	Knox	21	Stephenson	10
Champaign	59	Lake	12	Tazewell	85
Christian	88	LaSalle	58	Union	2
Clark	6	Lawrence	22	Vermilion	100
Clay	5	Lee	9	Wabash	15
Clinton	16	Livingston	90	Warren	18
Coles	2	Logan	67	Washington	5
Cook	13	Macon	79	Wayne	17
Crawford	4	Macoupin	123	White	10
Cumberland	2	Madison	79	Whiteside	5
DeKalb	1	Marion	12	Will	22
DeWitt	62	Marshall	25	Williamson	1
Douglas	27	Mason	40	Winnebago	5
DuPage	2	Massac	2	Woodford	70
Edgar	7	McDonough	1	Arizona	1
Edwards	9	McLean	403	Indiana	8
Effingham	11	Menard	42	Iowa	4
Fayette	30	Mercer	4	Kentucky	3
Ford	55	Monroe	3	Maryland	1
Franklin	5	Montgomery	37	Michigan	1
Fulton	26	Morgan	35	Minnesota	1
Gallatin	4	Moultrie	34	Mississippi	3
Greene	34	Ogle	6	Missouri	7
Grundy	23	Peoria	42	Nebraska	1
Hamilton	16	Perry	4	North Dakota	2
Hancock	6	Piatt	37	Ohio	3
Hardin	1	Pike	54	Oklahoma	1
Henderson	9	Pope	1	Oregon	1
Henry	26	Pulaski	2	Texas	1
Iroquois	99	Putnam	19	Vermont	1
Jackson	3	Randolph	5	Cuba	1
Jasper	1	Richland	22		
Jefferson	24	Rock Island	2	Total	2892

Ninety-eight Illinois counties represented.



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